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ABSTRACT

This collection of self-management tactics is intended for teachers to use in helping secondary school students acquire and improve their self-management skills. The tactics are subdivided into sections devoted to self-recording, self-evaluating, self-selecting, using combinations of individual self-management tactics, and training. The following are among the tactics/skills included: elevating academic and social behavior, establishing independent on-task behavior, self-monitoring to improve homework completion, role-playing to enhance vocational skills, identifying and applying advance organizers, self-monitoring to increase classroom participation, rewarding accuracy to maintain behavior gains, assuming evaluative responsibility, improving handwriting through self-instruction, using visual imagery and self-questioning, writing contracts for homework completion, participating in goal setting, making responsible choices, and identifying antecedents and consequences of behavior. Each individual section includes the following parts: background, who can benefit, procedures for introducing the technique, procedures for monitoring students' mastery of the technique, modifications/considerations, and the source of the technique. (MN)

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SELF-MANAGEMENT TACTICS

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PREFACE

We live in a society that places a high value on self-control. "The Self-Made Person" has been an American ideal since our early beginnings as a nation. One of the expressed objectives of the educational process, to create individuals who are self-reliant and independent, reflects this viewpoint. We are supposed to be goal-oriented, self-actualized, and well-rounded. Other catch phrases like "self-sufficient," "self-confident," and "self-esteem" are sprinkled throughout our daily conversations, reading material, television programs, and movies.

And yet, provision for increasing students' responsibility for their learning is not systematically programmed into our educational system. The burden of responsibility rests almost entirely on the teacher, who must decide what is to be taught, when instruction is to be scheduled, how material is to be presented, and by what means learning will be confirmed, reinforced, recorded, and evaluated. In addition, teachers are left with the task of determining what social behaviors will be encouraged or prohibited, and enforcing that determination through behavior management programs designed and administered by themselves.

To a degree, this is as it should be. But when every aspect of learning and behavior is controlled by the teacher, students can become so dependent that generalization of newly acquired behaviors into different settings does not take place. The difficulties experienced by many mildly handicapped students on reentry into the mainstream graphically illustrate this problem.

Unfortunately, other inherent disadvantages can further limit the success of traditional behavior management programs in the classroom. Many behaviors go unnoticed due to the necessity of working with several students at the same time, and the time devoted to establishing programs and administering contingencies takes away from actual teaching time.

Transferring much of the responsibility to the students, by teaching them to self-manage certain aspects of these programs not only frees the teacher to devote more time to direct instruction, individualized planning, and one-on-one assistance, it heightens motivation and enhances self-esteem. Studies have shown that when students handle their own affairs, they are more able and willing to assist teachers with routine procedural activities. By correcting, charting, and evaluating their own performance, students learn in functional ways to add, divide, tell time, and compare. Furthermore, self-management blends well with and relates to many existing instructional programs including those designed to improve social skills, study skills, and peer or pair teaching.

In the broader sense, self-management provides students with what is perhaps the transitional skill. Once individuals have learned a few basic strategies for managing their own behaviors, the chances are great that they will make use of those strategies in their personal lives and in the work place as well. In fact, learning to self-manage may be the one learning from their school years that they can count on when they enter the world of work (or no work). The ability to identify problems, select possible solutions, judge the seriousness of a problem, and decide how to change it are all inherent to succe . The result, adults who are not only academically competent, but capable of managing themselves in a productive way.

This collection of self-management tactics represents an attempt to present the results of a wide range of studies exploring various aspects of self-management in a format which can be readily applied to specific classroom situations and student needs. All are intended for use with secondary students (6th grade and up). With the exception of those appearing in the TRAINING section (Zigmond and Utah State University), each tactic has been developed from researched studies.

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3. Establishing Independent On-Task Behavior

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Warrenfeltz, R.B., Kelly, W.J., Salzberg, C.P., Beegle, C.P., Levy, S.M., Adams, T.A.,& Crouse, T.R. (1981). Social skills training of behavior disordered adolescents with self-monitoring to promote generalization to a vocational setting. Behavioral Disorders, 7(1), 18-27.

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7. Identifying and Applying Advance Organizers

Lenz, B.K., Alley, G.R., & Schumaker, J.B. (1987). Activating the inactive learner: Advance organizers in the secondary content classroom. Learning Disability Quarterly, 10, 53-67.

8. Self-Monitoring to Increase Classroom Participation

Delprato, D.J. (1977). Increasing classroom participation with self-monitoring. The Journal of Educational Research, 70(4), 225-227.

SELF-EVALUATE

1. Rewarding Accuracy to Maintain Behavior Gains

Layne, C.C., Rickard, H.C., Jones, M.T., & Lyman, R.D. (1976). Accuracy of self-monitoring on a variable ratio schedule of observer verification. Behavior Therapy, 7, 481-488.

2. COPS: An Error Monitoring Strategy

Deshler, D. (1984). COPS strategy presented in a study skills workshop sponsored by the Lake Washington School District, Seattle, WA.

3. Assuming Evaluative Responsibility

Fredericksen, L.W., & Fredericksen, C.B. (1975). Teacher-determined and self-determined token reinforcement in a special education classroom. Behavior Therapy, 6, 310-314.

4. Improving Handwriting through Self-Instruction

Blandford, B.J., & Lloyd, J.W. (1987). Effects of a self-instructional procedure on handwriting. Journal of Learning Disabilities, 20, 342-346.

5. Active Participation in Behavior Change

Wood, R., & Flynn, J. (1978). A self-evaluation token system versus an external evaluation token system alone in a residential setting with pre-delinquent youths. Journal of Applied Behavior Analysis, 11, 503-512.

6. Visual Imagery and Self-Questioning

Clark, F.L., Deshler, D.D., Schumaker, J.B., Alley, G.R., & Warner, M.M. (1984). Visual imagery and self-questioning: Strategies to improve comprehension of written material. Journal of Learning Disabilities, 17, 145-149.

7. Token Reinforcement Without Dependency

Glynn, E.L. (1970).Classroom applications of self-determined reinforcement. Journal of Applied Behavior Analysis, 3, 123-132.

8. Improving Academic Task Performance

Reiher, R.H., & Dembo, M.H. (1984). Changing academic task persistence through a self-instructional attribution training program. Contemporary Educational Psychology, 9, 84-94.

SELF-SELECT

1. Writing Contracts for Homework Completion

Nielsen, L. (1983). Teaching adolescents self-management. The Clearinghouse, 57, 76-80.

2. Participation in Goal Setting

Schunk, D.D. (1985). Participation in goal setting: Effects on self-efficacy and skills of learning-disabled children. The Journal of Special Education, 19, 307-317.

COMBINATIONS

Self-Select/Evaluate

1. Learn to Plan, Plan to Learn

Tollefson, N., Tracy, D.B., Johnsen, E.P., & Chatman, J. (1986). Teaching learning disabled students goal-implementation skills. Psychology in the Schools, 23, 194-204.

2. Making Responsible Choices

Hellison, D. (1983). Teaching self-responsibility. Journal of Physical Education, 54, 23-28.

Self-Record/Select

3. Strategies for Job Success

Montague, M. (1987). Self-management strategies for job success. Teaching Exceptional Children, 19(2), 74-76.

Self-Record/Evaluate

4. A Tutor Training Program

Haisley, F.B., Tell, C.A., & Andrews, J. (1981). Peers as tutors in the mainstream: Trained "teachers" of handicapped adolescents. Journal of Learning Disabilities, 14, 224-226.

TRAINING

1. Identifying Antecedents and Consequences of Behavior

Teaching Self-Management Strategies to Adolescents: Instructional Manual. Department of Special Education, Utah State University, October 1987.

2. Establishing School Survival Skills

Zigmond, N., & Kerr, M.M. School Survival Skills Curriculum: Teacher's Manual. University of Pittsburg, 1986.

3. Improving Completion Rates on Long-Term Assignments

Teaching Self-Management Strategies to Adolescents: Instructional Manual. Department of Special Education, Utah State University, October 1987.

SELF-RECORD

Found to be effective in producing initial improvement in behavior. Maintenance usually requires pairing with additional strategies such as reinforcement.

SELF-MANAGEMENT: Elevating Academic and Social Behavior

Background

If desirable levels of appropriate behavior can be established to a point where the teacher can more easily reinforce the desired behavior in the classroom setting, chances for improvements in student performance and behavior will be increased. Self-recording is one way to provide attention for appropriate behavior, especially as a supplement to teacher attention. This may be particularly helpful in middle and high school classrooms where use of the lecture format often limits the time and opportunity teachers have to praise students.

Pairing self-recording with some additional form of reinforcement, such as the awarding of a privilege or reward upon attainment of a certain level of improvement, is generally more effective than using self-recording alone to change behavior. Student motivation to change is also an important factor, as evidenced by the difference in success rates between the girl in this study, who had requested help in changing a problematic behavior, and the boy, who had not.

Who Can Benefit

In the original study, one eighth-grade girl who was making poor grades in history told her counselor she was interested in doing better in school. Using the self-management technique of self-recording she was able to improve her performance significantly. The second student, an eighth grade boy enrolled in a math class in the same school, was referred by his teacher for disruptive behavior. A self-recording procedure was also arranged for him, but was minimally successful.

One important difference between these two situations was that no reinforcement or consequence was paired with the self-recording in the boy's program. Also, in the girl's case, the program was administered by the counselor, with whom she had established a good rapport, while the boy's program was administered by the teacher in whose class his disruptive behavior was causing problems.

Middle and high school students who have a desire to improve some aspect of their academic performance or social behavior could benefit from learning to self-record.

In the study cited, an eighth-grade girl with poor grades in history requested help, and was successful in improving her grades by recording her study behaviors. The results were reinforced with teacher attention and meetings with the school counselor. The other student had not requested help in controlling his disruptive behavior. He did not receive reinforcement for instances of improved behavior nor for accuracy and consistency in self-recording. His progress was minimal.

Procedures

1. Inform students of the target behaviors which have been identified.

2. Record instances of these target behaviors for a period of time to establish a standard against which later progress may be compared.

3. Provide students with a slip containing 3 rows of 10 squares on which to record occurrences of the desired behavior "when they think of it."

4. Reinforce improved levels of behavior with teacher attention, and possibly with some additional reward (e.g., additional visits with the teacher or counselor) upon attainment of certain levels of achievement, or at set time intervals during the program.

Monitor

Monitor progress by keeping a record of changes in the targeted behaviors. One method would be to graph increases in desired behaviors. Another would be to chart the increments of time during which disruptive behaviors did <u>not</u> occur.

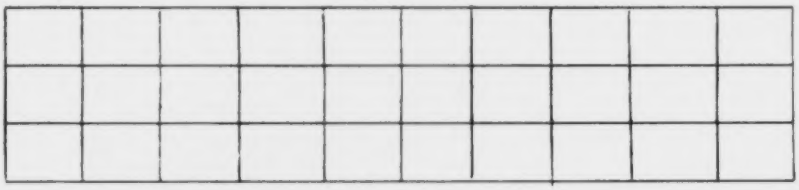
Gradually reduce the frequency of reinforcers until the student is able to maintain desired levels of behavior under "normal" classroom amounts of teacher attention.

Modifications/ Considerations	Factors that influenced the success of the self-recording tactics described herein were the degree to which students wished to improve their behaviors, and the rapport between the students and the person who administered the program. When considering possible reinforcers, don't neglect the "natural consequence" of better grades which should result from the improvement in classroom behavior.
Research	Broden, M., Hall, R.V., & Mitts, B. (1979). The effect of self-recording on the classroom behavior of two eighth-grade students Journal of Applied Behavior Analysis, 4, 191-199.

MODIFYING STUDENTS' BEHAVIOR USING SELF-RECORDING

"Provide students with a slip containing 3 rows of 10 squares on which to record occurrences of the desired behavior."

BEHAVIOR_____Date_____



DIRECTIONS: Whenever you think of it, put a plus in a box if you were working on your assignment.

SELF-MANAGEMENT: Increased Attendance Rates Raise Performance Levels

Background

The idea behind the self-recording technique in the cited study is that if young people keep their own records of attendance and performance, they will become motivated to increase their attendance and improve their performance. It is implied that attendance and performance go hand in hand; that without one you cannot have the other.

Public display of attendance and performance in the form of a group chart serves as a strong reinforcer, as the presence of the chart provides an immediate consequence for the child's behavior. The tactic was expected to decelerate the problem behaviors of laziness and tardiness exhibited in a competitive swimming environment.

Who Can Benefit

Any team member, coach, or an entire team could benefit from self-recording. The swim team in the referenced study had a record of low attendance and poor performance. When swimmers did come to practice, they would leave early, not complete the work-out, or, in some instances, not enter the pool. The coaches were forced to become disciplinarians for behavior problems rather than trainers for the swimmers. Lack of individualized attention and instruction created animosity between coaches and swimmers, and soon attendance became worse.

When self-management was introduced, swimmers were able to monitor their own attendance and performance, and see the improvements resulting from their efforts. Coaches were able to resume their role as instructors, and team morale and performance improved.

Procedures

1. Record attendance and daily performance of each student before involvement in self-management. (These data serve as baseline.)

2. Set up a team chart on which every team members' name is written. A different

color is assigned to every member, allowing each child to indicate their cumulative attendance and performance at each practice.

3. Provide each pupil with a colored marker that corresponds to the color they have chosen for recording the number of laps swum each day. The trainer should determine individual performance goals for each child.

4. Shape greater attendance and swimming performance by gradually placing restrictions on the availability of the chart. Marking progress should be reinforcing, so removal of the chart for inappropriate behaviors such as tardiness, absenteeism, and incomplete practice will aid in extinguishing those behaviors.

5. Post the chart within public sight, so that all team members can see the performances of all participants over time.

Monitor

Set up a chart with the number of days written across the top and the number of laps written down the side. Assume that if a daily recording of performance is made, the swimmer was present that day. A solid line could be drawn horizontally across the chart to indicate the student's goal. Have the pupils plot their points on the chart with the color coded markers explained in step 3 of the Procedures section.

Note when the pupil's daily performance has reached the goal written on the chart, and examine the chart to see if progress is being made and maintained. When the goal is reached, highlight it in some way to make the group aware that a goal has been met. After a period of maintaining the goal, new goal lines should be drawn on the chart. (See attached example.)

Modifications/ Considerations

The self-recording technique was successful in the cited study, but a few considerations should be noted. Frequently, the mere act of counting one's own behavior is enough to either reduce or increase the frequency of a target behavior. In some

instances, however, it is necessary to arrange some payoff for the improved behavior in addition to the self-recording. In those situations it would be a good idea to monitor the accuracy with which the students self-recorded, and perhaps give them bonus points for counting reliably.

To increase their motivation to improve, tell the team members that you are trying to develop a championship team, one that will bring home the gold.

For some recalcitrant students, a public display of performance (team chart) may become aversive. As this could further deter them from coming to practice, it may be better for the trainer to individually counsel these students.

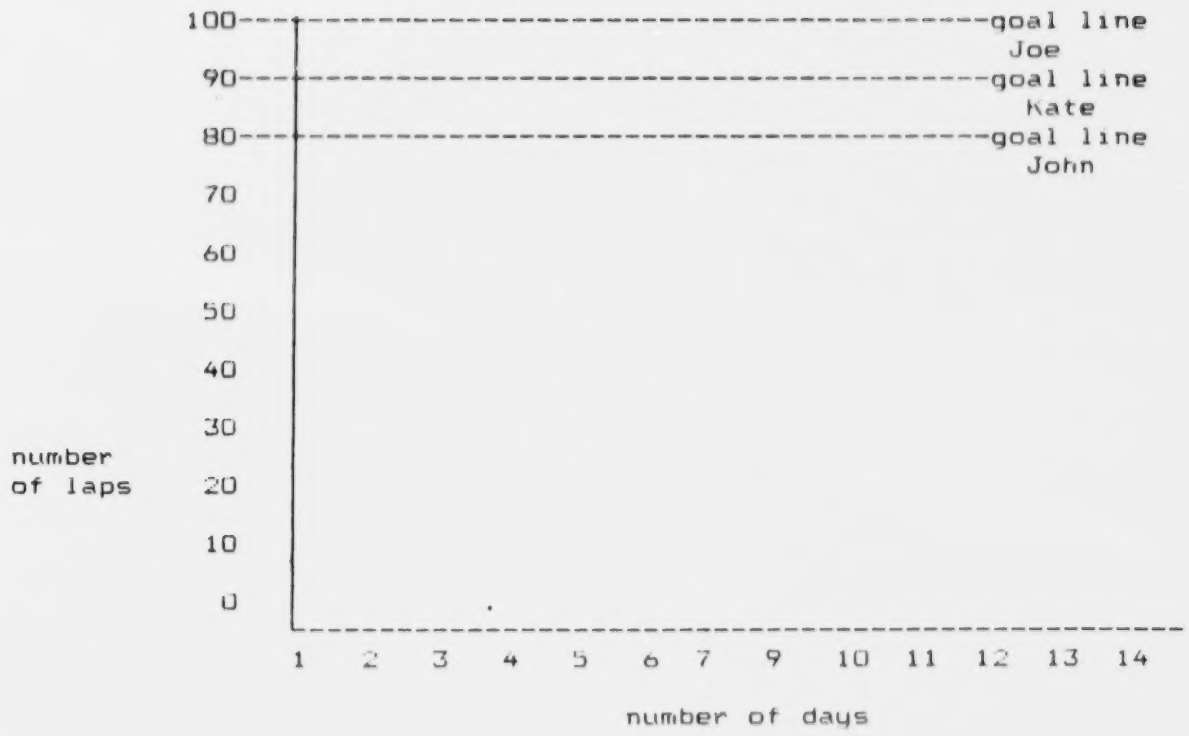
This self-recording technique could be effective with any athletic team that wishes to improve attendance and performance. Change the performance section of the chart to correspond to a similar activity in another sport; for example, the objective in basketball would be the number of baskets.

The chart may be modified to include any number of additional incentives created with improved performance in mind. Goals could be the number of minutes spent stretching, jogging, or doing sit-ups. The self-recording technique could be modified to serve as a championship motivator, by recording the number of losses and/or the total number of games played.

Reference

McKenzie, T.L., & Rushall, B.S. (1974). Effects of self-recording on attendance and performance in a competitive swimming training environment. Journal of Applied Behavior Analysis, 7, 199-206.

Team Chart



Joe- color code- green
Kate-color code- red
John-color code- blue

SELF-MANAGEMENT: Establishing Independent On-Task Behavior

Background

This tactic teaches students to monitor their own behavior. The benefits of having students assume this responsibility include an increase in the time they spend working and improved self-confidence. This translates into more time devoted to instruction and greater success for students. Self-monitoring is a technique that is easy to implement, cost-free, and useful in a wide variety of settings.

Who Can Benefit

This study was conducted with ED and MR children between the ages of 10 and 16 who were not able to complete daily work without constant supervision to keep them on task. They were described by their teachers as being impulsive, having short attention spans, and having difficulty concentrating during independent seatwork assignments. The tactic could benefit students who need to be actively involved in order to stay on task without the interference of distractions.

Procedures

Prerequisite:

Record a series of tones on a tape recorder. These tones should occur at random intervals between 10 and 90 seconds. The mean interval length should equal 45 seconds. Be sure to record enough tones to last for the duration of the period, which should not last more than 10 minutes.

Steps:

1. Define clearly the behaviors to be monitored. In this case the behaviors were paying attention and not paying attention. Paying attention can be defined as doing the assigned work. Not paying attention would be defined as doing anything that was not the assigned work, such as talking, looking about the room, drawing, or cleaning out one's desk.

2. Introduce the students to self-monitoring by explaining that you want to help them pay more attention to their work and by describing the expected behavior as defined above.

3. Distribute the recording sheets. Tell the students that they are for keeping track of paying attention and not paying attention.

4. Model examples of paying attention and not paying attention and ask the students to mark "yes" or "no" on their recording sheet based on your examples.

5. Explain to the students that they will hear a tone from a recorder at random times and that this will be their signal to mark their sheets either "yes" for paying attention or "no" for not paying attention, according to the following instructions:

   a. "When I hear a tone,I ask myself if I was paying attention to my work."

   b. "If I was, I mark 'yes' and keep working."

   c. "If I was not paying attention to my work I mark 'no' and tell myself to get back to my work."

6. Begin the tape recorder and model as if you were the student. Then let the students practice on their own, using the tone to cue self-recording while they work.

7. Perform a final check by asking the students to repeat both the definitions of paying attention and not paying attention and the self-monitoring questions given above.

Monitor

This approach should result in an increase in the amount of work completed in class. Classwork data should be monitored along with the data from the recording sheets since improvement in classwork is the desired outcome. One way to monitor both of

these items is to chart the number of yes and no responses from the recording sheets and the amount of work completed, such as the number of math or reading problems, and evaluate them over time. Two sample charts are attached.

Modifications/ Considerations

Although the tones are an effective means for cueing students, it is possible to omit the tape. The teacher could control the situation by raising his/her hand or making marks on the board in place of the tones. In any case, the teacher should be sure that the cues are random, so that the students cannot predict their occurrence.

Students showing the most improvement could earn the privilege of setting up the tape and/or passing out the recording sheets.

This procedure may be used whenever a reminder is needed, such as following a school break.

Reference

Osborne, S.S., Kosiewicz, M.M., Crumley, E.B., & Lee, C. (1979). Distractible students use self-monitoring. Teaching Exceptional Children, 19(2), 66-69.

Name _____

Date _____

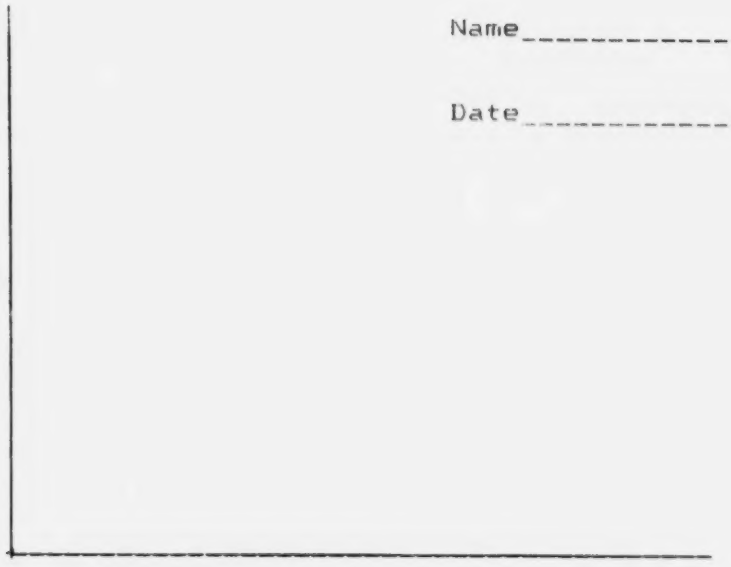
SELF-RECORDING SHEET

Was I Working?

YES	NO

Name_____

Date_____



Charts for Monitoring Progress

SELF-MANAGEMENT: Self-Monitoring to Improve Homework Completion

Background

In order to move through a curriculum at an acceptable pace, teachers must rely on students to do their homework regularly. Doing homework, however, is often more difficult than just setting aside the time to do it. For this reason students may require assistance if they are to successfully complete homework assignments.

Parents are in the best position to help students with their study habits. Teachers can provide students and parents with a checklist to aid in successful homework completion. By following the checklist, students can do their homework systematically and work through trouble areas.

Who Can Benefit

The cited study was written for LD students at the middle and high school levels. Most students of any age could benefit from learning methods to improve their approach to homework completion.

Procedures

1. Distribute the checklist (see attached) to students and review the steps with them.

2. Answer any questions students might have about the checklist.

3. Tell them to review the checklist with their parents at home. This will provide extra familiarity with the checklist and involve parents. It also provides parents with something to guide them in assisting students with homework.

4. Have students practice using their checklists and address any further questions students may have following their use.

5. Have them present examples of how they have used their checklists to other students.

Monitor

Teachers could monitor the amount of homework completed by keeping a chart of the number of assignments turned in over a certain number of days.

Students could evaluate the relationship between the number of steps they regularly complete on the checklist and the grades they receive for the corresponding work. Results could be plotted on a graph, providing them with a visual illustration of how they have benefited from the program.

Modifications/ Considerations

The checklist is a general one that may be used for most types of homework. Teachers may modify the checklist for homework in math or science, depending on the type of problems students encounter.

Students may practice using the checklist on assignments which are to be completed in class, if time permits. This way, the first few times they use the checklist, students will be able to ask questions as they come up.

There are other ways to monitor the use of the checklist. Parents could record the days on which the checklist items are satisfied. Students could chart the number of problems successfully completed over a week's time.

The checklist should provide students with a way to work through trouble spots in their homework. Teachers will be able to tell that the checklist is working when students are producing more homework of better quality.

Reference

Clary, L.M. (1986). Help for the homework hassle. Academic Therapy, 22, 57-60.

Checklist for Monitoring Study

Before Study

1. Have I organized the necessary time, space, and materials for study?

2. Do I know exactly what the assignment involves? Have I asked the teacher if I am unsure about anything?

3. Have I previewed the assignment?

4. Do I need to ask the teacher to give me more background on the subject?

5. Have I checked the vocabulary for words I do not know? (List with page numbers.) _____

   _____

6. Have I thought of some questions which could be answered by what I read?

7. Have I checked with the teacher on the kind of organization expected? (Check the appropriate types.)

   ____ underline
   ____ list
   ____ take notes
   ____ outline
   ____ retell
   ____ write a summary
   ____ write a practice exam question (comparison/contrast, draw conclusions, explain procedures)

8. Have I attempted the following when I don't understand? (Choose one or more.)

   ____ reread
   ____ jump ahead
   ____ use an outside reference (glossary, dictionary, map)
   ____ ask someone
   ____ write down questions to ask the teacher

After Study

1. Have I reviewed the question?

2. Have I listed questions to ask the teacher?

3. Is my material organized properly? (See number 7 on previous page.)

4. Have I rehearsed the information for use in an appropriate way? (Check one.)

____ reading the next assignment
____ solving problems
____ doing laboratory assignments
____ writing a paper
____ taking a test

SELF-MANAGEMENT: Role-playing to Enhance Vocational Skills

Background

Lack of proper social and interpersonal skills can be a detriment to job success. Behaviors including inappropriate complaints, aversive social interactions and noncompliance with a supervisor's instructions are frequently cited reasons for job failure. A common method of training social skills is role-playing. This technique has proven to be quite effective in teaching social skills to a wide variety of individuals.

The behavior learned through role-playing, however, often fails to generalize past the initial training sessions. By combining role-playing techniques with a self-monitoring strategy, the authors sought to demonstrate that vocationally-oriented social skills can generalize to a work setting and prove to be effective strategies for increasing employability.

Who Can Benefit

Four emotionally disturbed adolescents participated in vocational social skills training. This tactic could benefit most learning or behaviorally disordered adolescents who have problems maintaining employment due to social skills deficits.

Procedures

Intervention

Begin training in the classroom. The classroom should contain chairs, a large desk, a typewriter, and videotape recording equipment. Two types of interactions between student and trainer are to be taught: appropriate responses to critical feedback and conversation.

1. Introduce the students to the vocational skills training program. Address the importance of learning to successfully interact with the job supervisor.

2. Present the students with a series of verbal statements, one half being instructions, and the other half conversational remarks. Ask the students to

write down which remarks were instructions. Give praise for correct remarks and corrective feedback for incorrect statements. Continue training until the students reach 90% correct performance for 2 consecutive days.

3. Ask the students to state an appropriate response to an instruction. Make sure the following are included in the response: appropriate body language, eye contact, the absence of rude or bizarre hand or facial gestures, and immediate compliance with the instructions.

4. Demonstrate an appropriate response to a supervisor's instruction and verbally describe each of its components. Students can use this as an example. Continue training until a 90% criterion is reached for 2 days.

5. Present the students with several demonstrations of correct and incorrect responses to supervisory instructions. Ask the students to identify which parts of the responses are wrong and why. Training should continue until 90% of the answers are correct.

6. Begin role-playing by asking the students to group themselves in pairs. They will alternate playing the employee and supervisor roles. Videotape the role-playing of each pair.

7. Play back the videotape and ask the students to rate each employee response with either a (+) for correct or a (-) for incorrect. Provide a form (see attached) on which students can rate the appropriate behaviors.

8. Discuss with the students the reasons why they made their responses. Provide feedback.

<u>Generalization to Work Site</u>

1. Set up a vocational training room which is organized into several work stations. These work stations should contain several chairs, tables, and

materials needed to teach a variety of vocational skills (i.e., automotive, woodwork, office, and restaurant).

2. Ask each student to bring a rating sheet (see Step 7) to the work site. They should use the sheet to monitor their behavior during interactions with the supervisor.

3. Interact with the students for 25 minutes each day on the work site. The teacher, serving as supervisor, should include instructions, critical feedback, and conversational statements in their interactions

4. Record the students' responses. The teacher and students should discuss their findings after the generalization session.

Monitor

Make a graph designed to allow the percent of appropriate responses to be recorded vertically, and the number of sessions to be recorded horizontally. The top of the graph should read "Instruction and Generalization to the Work Site." Record the number of appropriate responses the students make during each session and plot them on the graph. Note the progress across intervention sessions and observe if the skills were maintained during generalization to the work site.

Modifications/ Considerations

Role-playing intervention in combination with self-monitoring was successful in producing an increase in vocational social skills. These skills were then shown to generalize to the work site and remain strong one month after training.

The teacher should consider that the generalization site was a simulated work setting within the classroom. Whether or not the vocational social skills will be effective in a competitive employment situation remains to be seen. Only 4 students were trained in this study. The amount of time spent on each training session may have to be modified if a teacher has more students to train, or it may be necessary to ask a second teacher to help with the training.

Reference

Warrenfeltz, R.B., Kelly, W.J., Salzberg, C.L., Beegle, C.P., Levy, S.M., Adams, T.A., & Crouse, T.R. (1981). Social skills training of behavior disordered adolescents with self-monitoring to promote generalization to a vocational setting. Behavioral Disorders, 7(1), 18-27.

Self-Monitoring Sheet

Appropriate Response to Instruction:

1. Did I acknowledge that the interaction was an instruction? yes___ no___

2. Did I verbally acknowledge the instruction in a moderate tone of voice? yes___ no___

3. Did I comply with the instructions within 5 seconds? yes___ no___

Appropriate Response to Critical Feedback and Conversation:

1. Did I acknowledge that the interaction was critical feedback? yes___ no___

2. Did I respond in a polite verbal way that the criticism had been heard? yes___ no___

3. Did I take corrective action within 5 seconds? yes___ no___

4. Did I acknowledge that the interaction was conversational? yes___ no___

5. Did I reply with a polite topic-related response which indicated that my response had been heard? yes___ no___

SELF-MANAGEMENT: Independent Reading Through Comprehension Monitoring

Background

Many strategies such as mapping, glossing, and framing help students derive specific information from the text, but do not help them monitor their understanding of what they are reading. Self-monitoring of comprehension is important when students must make the shift from teacher-directed discussion to independent reading. Use of a code while reading will help to raise students' awareness of what they are and are not comprehending as they read, and will stimulate them to take corrective action.

Who Can Benefit

This tactic was used with middle and high school level students by home economics, social studies, biology, English, and industrial arts teachers. Given the proven benefits of strategy instruction with LD students, this tactic would be useful for them, or for any student experiencing difficulties in comprehension.

Procedures

1. Determine what the specifics of the code are to be. This would depend upon a number of factors, such as what responses the teacher wants to elicit from students, the characteristics of the material, and the curriculum objectives involved.

   A social studies code might look like this: "A" = Agree, "B" = Bored, "C" = Confused, "D" = Disagree, "M" = Main Idea.

2. Present the code, explain the procedure, and offer a brief rationale for its use.

3. Model the procedure; mark the code as the students watch. An excerpt of text can be displayed on the overhead.

4. Ask the students to scan the code before reading begins.

5. Have the students begin reading and instruct them to monitor their res-

ponses as they read. Have them record the designated code letters on strips of paper affixed to the margins of the pages.

6. Discuss with the students, when reading is complete, what they designated as the main idea, the points they agree or disagree with, and the sections they found boring or confusing.

Monitor

The teacher can keep records of student monitoring. These records can be used as diagnostic data indicating where students need help: skills that need emphasis or content areas which may be confusing. Future reading assignments can be planned using this information.

Modifications/ Considerations

Teachers who have tried comprehension monitoring stated that familiarity with the strategy is a factor in whether students value it. More emphasis could be put upon explaining why the strategy is helpful and why the specific code is used. It was also felt that the strategy would lose its effectiveness if used exclusively. A teacher should be cautious with material selection when developing codes, to make sure they are applicable. Students may be able to use the strategy independently, and could be encouraged to develop their own codes.

References

Smith, R.J., & Dauer, V.L. (1984). A comprehension-monitoring strategy for reading content area materials. Journal of Reading, 28, 144-147.

Schewel, R.H., & Waddell, J.G. (1986). Metacognitive skills: Practical strategies. Academic Therapy, 22, 19-25.

SELF-MANAGEMENT: Identifying and Applying Advance Organizers

Background

Students in the upper elementary grades and at the secondary level are faced with a different set of problems than those encountered by lower elementary children. In dealing with content areas, mainstreamed students are required to use information-processing skills which they often lack or fail to activate. One way to assist LD students in meeting the demands made by content teachers in regular classrooms is to educate the students to listen for and use advance organizers.

Who Can Benefit

This tactic, based on a specific learning strategy, is particularly suitable for LD adolescents. In the original study, seven LD adolescents (ages 16-19) enrolled in LD resource room programs and seven secondary content teachers participated. Both junior and senior high school students in regular content area classrooms could also benefit from the ability to identify and apply advance organizers presented by teachers.

Procedures

1. Plan lessons in which advance organizers are presented either verbally, in writing, or through a visual aide, or where they are elicited through questions throughout the lesson.

2. Introduce the following 12 characteristics of advance organizers to the students, beginning with this introductory statement:

   "Advance organizers are a set of behaviors that precede the learning act and generally incorporate one or more of the following behavioral components."

   a. Inform the learner of the purpose of the advance organizer.

   b. Clarify the task's physical parameters in terms of actions to be taken by the teacher.

c. Clarify the task's physical parameters in terms of actions to be taken by the student.

d. Identify the topic of the learning task.

e. Identify subtopics related to the task.

f. Provide background information.

g. State the concepts to be learned.

h. Clarify the concepts to be learned.

i. Motivate students through rationales.

j. Introduce or repeat new words.

k. Provide an organizational framework for the learning task.

l. State the outcomes desired as a result of engaging in the learning activity.

3. Provide students with a worksheet on which they can record any information presented in a prelesson.

4. Model the types of information (advance organizers) that might be recorded on the worksheet.

5. Instruct the students to write down the types of information they might record on the form.

6. Have them listen for and take notes on the advance organizers presented in class.

7. Tell the students to attend to advance organizers on a daily basis, but do not require a worksheet each day.

Monitor

Teachers can monitor themselves by using a checklist, noting how frequently they use advance organizers and the number of different types they employ. Students can indicate in their notes or during discussion the teacher statements or instructions

that helped them learn the material. Student responses can then be compared to the teacher's advance organizers. The goal is for both teacher and student to utilize as many advance organizers as possible on a daily basis.

Modifications/ Considerations

This tactic allows for the incorporation of several components of self-management. Students may be allowed to self-select their goals for the number of advance organizers they correctly identify in each lesson. Self-monitoring would be the logical means of verifying their performance on a self-selected goal of this nature.

Students could then count and chart the number of advance organizers they have located during each lesson, comparing their daily scores to the number announced by the teacher either before or after the lesson. Students could compute their percentages, and plot their progress on individual or class charts; thus self-evaluation could also become an integral part of the process.

Self-evaluation would also come into play as they determined new goals for each week. A final possibility would be to allow students to select their own reinforcement options.

Critical to the effectiveness of this tactic is the teacher's own use of advance organizers and their ability to activate students to attend to them. It was also shown in the study that teacher behaviors alone are not enough; students must specifically be educated to attend to advance organizers and make use of them, if there are to be positive gains in student retention of information.

Reference

Lenz, B.K., Alley, G.R., & Schumaker, J.B. (1987). Activating the inactive learner: Advance organizers in the secondary content classroom. Learning Disability Quarterly, 10, 53-67.

SELF-MANAGEMENT: Self-Monitoring to Increase Classroom Participation

Background

It is generally believed that students can benefit more from classroom experience if they participate through asking questions, giving opinions, and sharing ideas. Yet, the number of techniques for stimulating classroom participation is limited. This tactic seeks to introduce the concept of self-monitoring as a way to increase classroom participation among students. Student observation and record-keeping of participatory behaviors is recommended.

Who Can Benefit

This tactic is based on a study involving college students. Since most college level instruction follows a lecture format coupled with class discussion, high school students would probably have the most similar educational experience. However, students of any age would benefit from learning to increase their levels of class participation.

Too often, the mildly handicapped student who has been mainstreamed into a regular class setting is hesitant to ask questions, or express opinions. This tactic could serve as a method for helping them establish better classroom participation skills.

Procedures

1. Select one student who will serve as an observer. Prime this student on the participatory behaviors he/she should be watching for (asking questions, giving opinions, sharing ideas).

2. Ask the student observer to make a check for every participatory behavior observed. Continue this step for one week. These recordings will serve as baseline data.

3. Discuss with the class the behaviors that indicate classroom participation.

4. Inform them that they may be able to improve their rate of participation by self-monitoring their own behaviors.

5. Ask interested students to make a check on a slip of paper each time they engage in any of the participatory behaviors discussed in #1.

6. Instruct the student observer to continue recording the participatory behavior in an unobtrusive manner.

7. Ask the students to turn in the slips at the end of class. Do not have them write their names on the slips.

8. Tally the total responses for each class period, and post daily.

9. Compare the student observer's results to the students' results to check for consistency. When there are differences, take an average of the two counts.

Monitor

Make a class participation chart showing the number of days and the number of participatory behaviors. Plot the baseline data from #2 in the Procedures section for the first week. Continue tallying participatory behaviors for each day, plotting the results on the chart.

You may want to encourage students to keep private records of their individual participation, to compare with their grades before and after self-monitoring began. Correlations between improved grades and increased participation may serve to further increase students' motivation to participate.

Modifications/ Considerations

It is important to note that participation in this project is voluntary. No rewards or punishments are given; therefore not all students may be inclined to participate. The total number of participatory behaviors may reflect students who already tend to participate, rather than the students whose behavior the teacher hopes to improve.

Add to this the possibility that improvements in behavior achieved through self-monitoring alone may be short-lived, and the teacher may decide to add an element of reinforcement to the procedure.

Although self-monitoring is the strategy specifically recommended for this tactic, elements of self-evaluation and self-selection (goal setting) could be introduced.

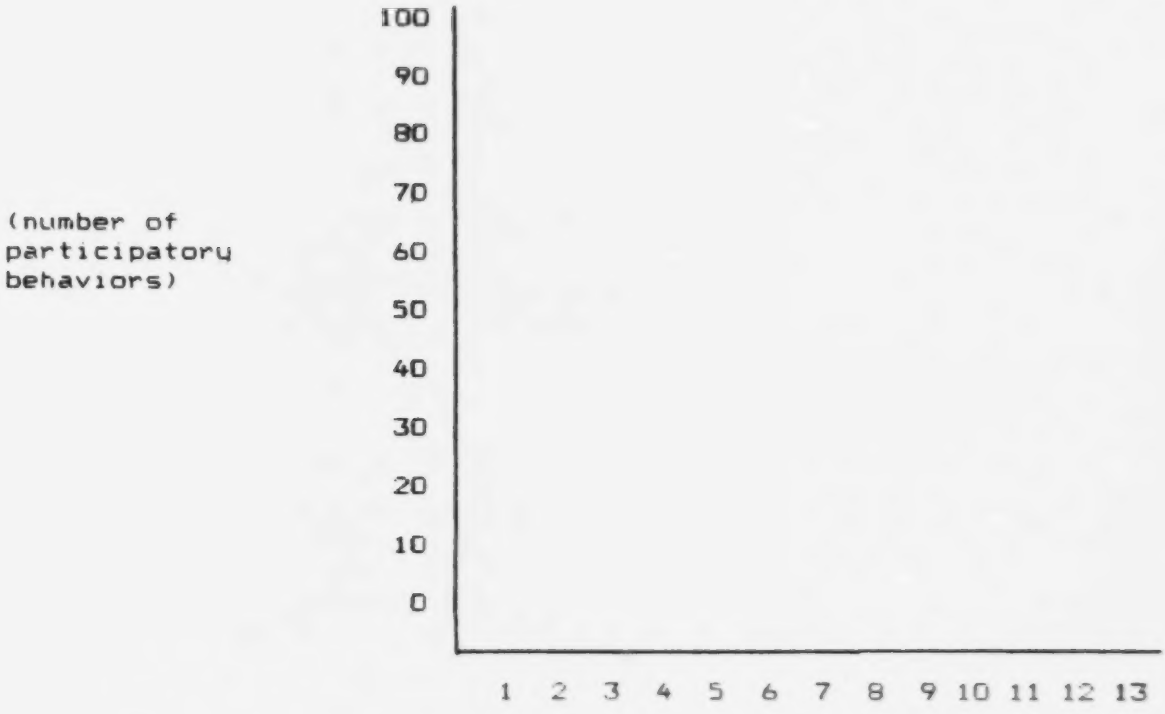
Students could extend their behavior-counting to include categorizing (questions, opinions, ideas) to determine what kinds of participatory behavior they most often engage in. They could go from there to note responses to their behaviors, compare the frequency of their behaviors to others, and make judgments about the most effective behaviors for enhancing their learning.

Based on the results of this self-evaluation, students may decide to set goals (self-select) to increase the number of one type of participatory behavior, or to decrease the rate of another.

Reference

Delprato, D.J. (1977). Increasing classroom participation with self-monitoring. The Journal of Educational Research, 70(4), 225-227.

Class Participation Chart



SELF-EVALUATE

Generally follows monitoring (recording). Involves making judgments regarding behavior, usually based on some established criterion (i.e., rating on a scale of 1-10).

SELF-MANAGEMENT: Rewarding Accuracy to Maintain Behavioral Gains

Background

Many of us naturally employ a variety of behavioral techniques to manage our behavior. We reward ourselves with special items or activities for our accomplishments, make deals with ourselves to induce us to begin undesirable tasks, withhold the things we normally enjoy if we don't behave in certain ways, and assess and revise our methods, depending upon how well they work.

When we teach students to self-monitor their behaviors we are encouraging them to use the same natural techniques. Initially, we can supplement their self-monitoring programs by supplying frequent feedback and rewards. Later, random checks and intermittent rewards should be sufficient to ensure maintenance of the students' programs.

Who Can Benefit

This study was conducted with eight behaviorally disabled boys, ages ten through twelve, who had a variety of general behavior problems. Many students have been exposed to a great number of complex behavior management systems controlled by teachers. This is an ideal tactic for them, because it provides an opportunity to begin managing their own actions.

Procedures

1. Define the behaviors that will be evaluated. School preparation will be used as an example.

2. Develop a checksheet for self-rating the components of school preparation:

   Has all necessary supplies
   Assignments complete
   Papers organized in notebook
   Arrives on time
   If absent, obtains missed work

3. Establish a criterion for both the behavior and the self-rating. One for behavior might be that if all items are complete, the student will earn so many minutes of free time.

To increase the probability of accurate ratings, the student could earn a similar reward (i.e., time to read a magazine, talk to a friend, or go to the library) if his rating matched that of the teacher.

Monitor

One way to monitor the activities of this project would be to use a check-list such as the one attached. On it, both the students' ratings and the teacher's verifications could be noted. This method allows either the student or the teacher to detect any patterns or trends in accomplishing the tasks.

Modifications/ Considerations

This technique may be used in a variety of ways. Whereas this study focused on clean-up behaviors at a summer camp, the completion of classwork or homework could be facilitated by this method. It is important to note that initially, students will need some kind of reward system to encourage desirable behavior and to assure accurate self-recording.

They could earn rewards for matching the teacher's checks, completing all items on their checksheets, or completing certain items for so many days in a row. As students progress and their needs change, so can their checksheets. Ultimately, students should be able to establish their own performance goals.

Reference

Layne, C.C., Rickard, H.C., Jones, M.T., & Lyman, R.D. (1976). Accuracy of self-monitoring on a variable ratio schedule of observer verification. Behavior Therapy, 7, 481-488.

Name_____

Date_____

CHECKSHEET ITEMS

Has all necessary supplies	X +						
Assignments complete							
Papers organized in notebook							
Arrives on time							
If absent, obtains missed work							
Number Teacher Verified							
TOTAL COMPLETE							

DAYS

X = student rating

\+ = teacher verification

Chart for checking completion of items
on checksheet and accuracy of self-rating

SELF-MANAGEMENT: COPS: An Error Monitoring Strategy

Background

One of the important goals of education is to develop independent behavior. Students can achieve a greater degree of independence through the acquisition of appropriate study behaviors. When teachers attend to study behaviors and ignore non-study behaviors an increase in study rates will result. The COPS tactic was developed as a direct way of teaching an independent study behavior: self-checking.

Who Can Benefit

Junior high students of average intelligence have learned to use this strategy. It has also been effective with learning disabled students and students who generally have poor study habits. In all of these cases, once classroom work begins to require written sentences, COPS has proven to be a beneficial tactic.

Procedures

Introduction

1. Discuss with the class ways that they might check their own papers for errors. Encourage suggestions from the students.

2. Introduce the tactic COPS as a simple way to remember specific items when self-checking written work. Explain the meaning of the acronym COPS.

   Check for:

   C : Capitalization (first words, proper nouns)

   O : Overall editing and appearance (see note)

   P : Punctuation

   S : Spelling

   Note: handwriting, neatness, margins, complete sentences, help = 0.

Implementation

1. Have students follow these steps to self-check their writing assignments.

   a. Write on every other line (helps when making corrections).

   b. Re-read each sentence, asking the COPS questions.

   c. Write the appropriate letter (C, O, P, or S) at the beginning of each sentence in which an error is found.

   c. Indicate the location of the error with an arrow.

2. Offer to spot-check a section of the assignment.

   a. Give corrective feedback on errors that have been identified.

   b. Point out errors they may have missed.

3. Instruct students to go back over the assignment and make the necessary corrections.

4. Have them rewrite the paper to hand in, reminding them to:

   a. Write neatly and legibly.

   b. Be sure to incorporate all corrections into the final copy.

Monitor

COPS encourages students to take responsibility for the quality of their written work. Individual graphs can be maintained showing the number of errors made per assignment. Seeing a decrease in errors will undoubtedly make COPS highly motivating for some students. Having students write "COPS" at the top of their papers will remind them to use the strategy. After completing the 4 COPS steps the student can place his or her initials next to the written reminder. From this the teacher can quickly note which students are consistently using the strategy.

Another approach to monitoring how students are applying the tactic is to have them turn in both the original and final copies of each paper. Comparison of the two drafts would allow the teacher to see what changes have been made, and to identify areas that may require additional instruction (i.e., more punctuation errors than any other type of error = need for further lessons on basic punctuation rules).

Modifications/ Considerations

One way of modifying the COPS tactic is to individualize. This can be done by writing the COPS acronym on a note card and taping it to the desk of a student who needs to employ this tactic. Instruct the individual student in the COPS method and remind him/her to use this tactic when writing papers.

COPS can also be modified for the appropriate level of instruction (elementary, junior or senior high). The teacher can go into as much detail as necessary for the individual student or group.

The teacher may wish to allow students to check over each other's papers rather than, or in addition to, trying to spot-check all of their papers before final revisions and rewrites are done. This would save time and provide students with extra practice in editing.

Reference

Deshler, D. (1984). COPS tactic presented in a study skills workshop sponsored by Lake Washington School District.

SELF-MANAGEMENT: Assuming Evaluative Responsibility

Background

Self-evaluation can be as effective as teacher evaluation in establishing long-term increases in on-task behavior and decreases in disruptive behavior in the classroom. It is important that a teacher-determined token reinforcement system be well established before students are taught to use a self-determined token reinforcement program to change their behaviors.

Who Can Benefit

This procedure was implemented in a combined 6th and 7th grade special education class made up of educably retarded boys and girls. Several students were also labelled culturally deprived, behaviorally disordered, and emotionally disturbed.

Students in regular classrooms at the middle school level could also benefit from procedures used in this classroom, as could certain individuals at the high school level, provided modifications in the token system were made to accumulated different levels of maturity and interest.

Procedures

1. Decide on the behaviors that need to be improved. Share your decisions with the students.

2. Establish a token system if one is not already in place.

   One method would be to award one token to each student who met a certain criteria, such as not being disruptive within a half-hour period, or remaining on-task during a specified seatwork activity. These tokens could then be exchanged for privileges, such as time to visit with a friend, or some sort of tangible reward, (e.g., a new pen).

3. Record the number of occurrences of these behaviors for a one-week period either on an incident-by-incident basis, or by means of a regular time sampling method, depending upon the nature of the behaviors.

4. Award tokens for appropriate levels of behavior during the next two weeks.

5. Turn over the evaluation of behaviors to the students when desired levels have been achieved for at least two more weeks. Tell them that they will now decide whether or not their behaviors have earned tokens.

6. Review specific behaviors students should focus on in performing their evaluations. Provide checklists if necessary. Include student suggestions.

7. Continue to monitor levels of desired behavior.

Monitor

Keep a daily chart of the frequency of target behaviors as they occur. Also, have students keep a daily record on 3x5 cards of their behaviors and the number of tokens received (See example.). Post and maintain a weekly chart of classroom progress.

Modifications/ Considerations

This program demonstrated that through the process of self-evaluation, students can improve in areas such as on-task behavior while learning to control their disruptive behaviors.

One of the most important outcomes of the study was that improvements in behavior were maintained over a long period of time following the self-evaluation phase.

In part, the success of the program probably relates to the fact that teacher-determined conditions were well established before the introduction of the self-determined phase. The students were familiar with the processes involved, and were able to take over certain aspects of the program with little training.

No assessment was made of how teacher behaviors may have contributed to the effectiveness of the procedure. It is possible that the way in which the program was presented to the students influenced their involvement and attitude toward the process.

Introducing self-management as an opportunity to gain some control over their lives, a way to show their maturity and establish a degree of independence, would be a good "selling point" for students of this age. An increase in self-confidence can occur also as they begin to see themselves as more effective self-managers.

Reference

Frederiksen, L.W., & Frederiksen, C.B. (1975). Teacher-determined and self-determined token reinforcement in a special education classroom. Behavior Therapy, 6, 310-314.

TARGET: On Task (Assignment Completion)

GOAL: 90%

STUDENTS

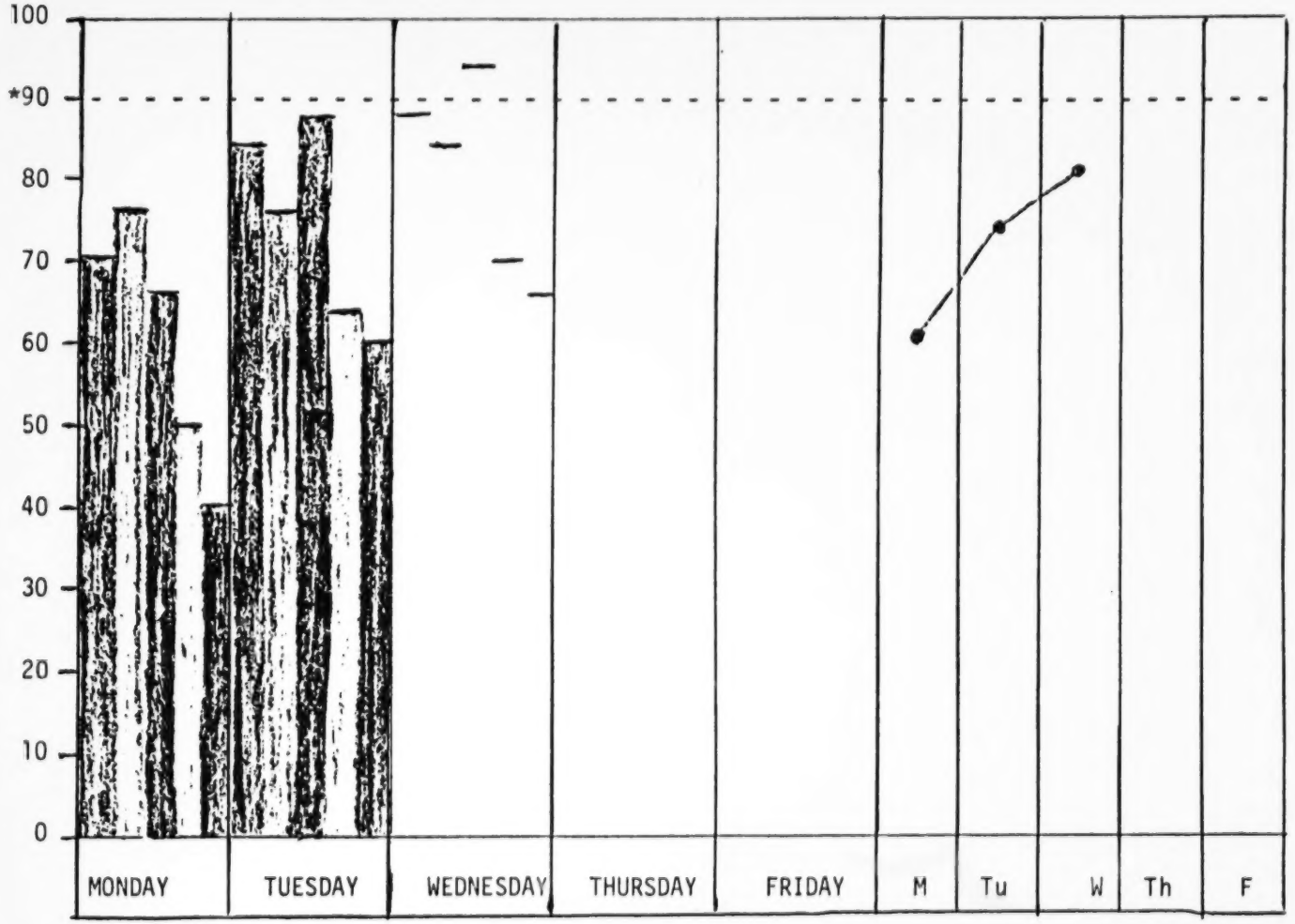
Bill - BLUE

Mary - GREEN

JoAnn - PINK

Stephen - AQUA

Alice - BLACK



NOTE: Individual percentages indicated by corresponding colors on bar graph.

Class averages indicated by line graph.

SELF-MANAGEMENT: Improving Handwriting through Self-Instruction

Background

Learning disabled youth frequently exhibit handwriting problems. Difficulties with penmanship not only limit the students' ability to communicate ideas on exams and written assignments but can limit their employment opportunities. Since, in the school setting, handwriting is required in some form every day, occasions for practice and improvement of this skill are abundant. This tactic introduces a self-instructional technique whereby students monitor the progress of their own handwriting improvement.

Who Can Benefit

Two preadolescent LD boys with poor cursive writing skills participated in the cited study. Although they were receiving satisfactory grades in several mainstreamed classrooms, the legibility of their handwriting was a concern.

Improvements in handwriting allow teachers to more easily assess academic performance and focus attention on other learning difficulties. Also, when students learn to self-instruct, the teacher is freed from time-consuming and routine monitoring chores, further increasing the time available for direct instruction and assessment.

Students of any age could benefit from developing more legible handwriting. This is especially true for secondary students who are faced with increasing amounts of written work as they approach graduation and future employment.

Procedures

1. Ask students for a writing sample. Have them write on any topic they choose for 3 minutes.

2. Count each letter which meets the following criterion correct. This sample will serve as baseline data.

   a. the letter must be no more than one sixteenth inch above or below the line.

b. the letter must be correctly formed.

c. capital and lowercase letters with ascenders must be the correct height.

d. lowercase letters must be one half space tall.

d. words should be at least one eighth inch but no more than one fourth inch apart.

3. Give each student a 5x7 inch card on which is written:

I

a. How is my posture, am I sitting up straight?

b. Is the paper aligned correctly, is it straight?

c. Am I holding my paper correctly?

II

a. Are the words written on the line?

b. Are the capitals touching or nearly touching the top line?

c. Are the lower case letters filling one half the space of the line?

III

Is there enough space between words but not too much?

NOTE: A gridded area on the right hand side of the card should be provided for students to check whether or not they met the criteria established in each question.

4. Explain that you would like for the students to try something that will improve their handwriting.

5. Read the task card aloud and model how to do each part correctly.

6. Direct students to mark an X next to each question according to their performance.

7. Allow at least 5 minutes a day for students to make entries in a personal journal.

8. Make a small ink slash after the last word written at the end of each 5 minute period. (Students may continue writing, but only this section will be evaluated for handwriting.)

9. Have students check their writing according to each of the questions in #3. These questions should be committed to memory after the first few times.

10. Continue scoring over a 20-day period. Discontinue for 16 days and resume for 4 days to assess how well students have retained their self-evaluation skills.

11. Gather probe data to assess generalization by requesting writing samples from students' mainstream classes. Employ the same evaluation measures as with writing samples taken in the LD classroom.

Monitor

A considerable amount of monitoring is contained in the Procedures section (see especially #'s 10 & 11). In addition, the following procedure for graphing the results of the daily scoring may prove helpful. Make a graph on which the horizontal axis reads "consecutive days" and the vertical axis reads "number of correct points". Divide the graph into 4 sections: baseline, self-evaluation, probe data, and retention. Write these titles across the top of the graph over the respective scoring sessions (see attached).

Modifications/ Considerations

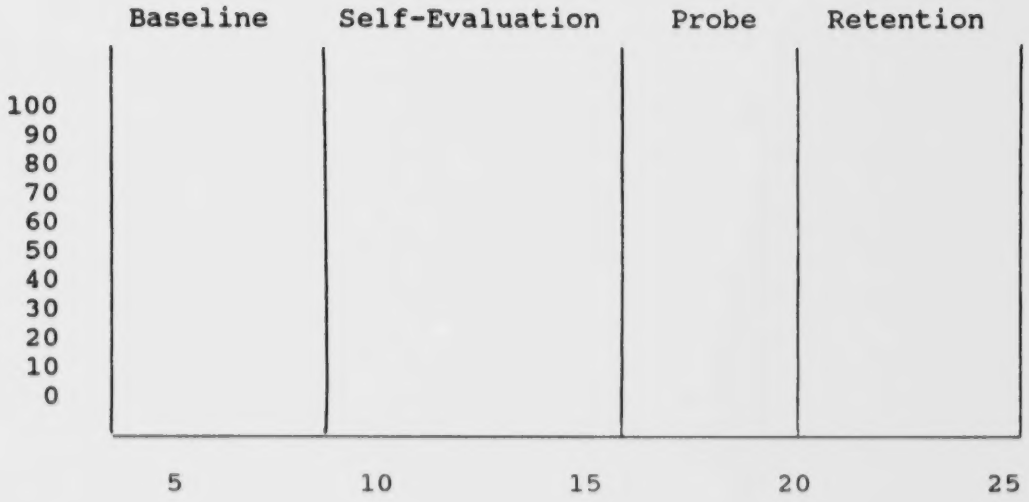
Self-instruction was successful in the cited study with 6th grade-age students. This tactic represents an attempt to adapt the language and techniques for high-school age students, but teacher discretion may indicate need for further adjustment according to the needs and maturity levels of their students.

If it is not possible for the probe sample to be marked for a 5-minute time limit, use an average number of words from writing passages already scored.

Reference

Blandford, B.J., & Lloyd, J.W. (1987). Effects of a self-instructional procedure on handwriting. Journal of Learning Disabilities, 20, 342-346.

HANDWRITING GRAPH



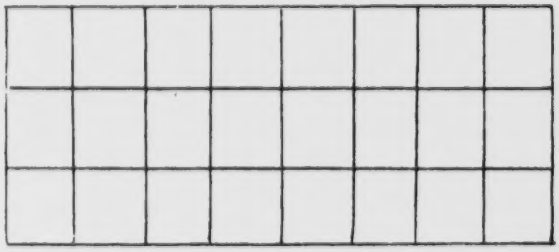
SELF-INSTRUCTION CARD

I

a. How is my posture, am I sitting up straight?

b. Is the paper aligned correctly, is it straight?

c. Am I holding my pen correctly?

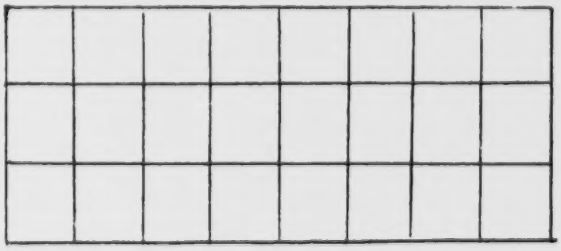


II

a. Are the words written on the line?

b. Are the capitals touching or nearly touching the top line?

c. Are the lower case letters filling one half the space of the line?



III

Is there enough space between words but not too much?

SELF-MANAGEMENT: Active Participation in Behavior Change

Background

Self-evaluation techniques add a self-regulation component to classroom token economy programs. The student whose behavior is to be changed is given full responsibility for evaluating his/her behavior. Reward or punishment is determined by the student, as opposed to an external evaluator. Self-evaluation techniques have been incorporated into token economy programs in an effort to temper the deceleration of appropriate behaviors after the token system has been eliminated.

Who Can Benefit

Six delinquent youths, who were residents in a family style correctional facility, were involved in the cited research. Anyone who needs to maintain a target behavior can benefit from self-evaluation, since it places responsibility for appropriate judgment on the person performing the behavior. The additional benefit of active, rather than passive participation is generally more reinforcing than simply receiving token rewards.

Procedures

1. Identify a target behavior you would like the students to achieve (e.g., cleanliness, orderliness).

2. Acquire criterion data by determining the frequency of acceptable behaviors (e.g., making one's bed, dusting the room).

3. Establish a token system whereby points can be earned for engaging in appropriate behaviors, or can be taken away for inappropriate behaviors. Two types of points can be earned:

   a. Accuracy Points. (These points will be received for every concurrence between the students' recorded number of appropriate behaviors and the teacher's.)

b. Inappropriate Behavior Reduction Points. (Points earned for every one-hour period that passes with 50% or less inappropriate behaviors than observed during baseline.)

4. Instruct students as to what the appropriate behaviors are. For example, neatness may consist of hanging one's clothes in the closet, putting away shoes, and placing laundry in the hamper.

5. Measure the students' performance on the behaviors for the first week without the token economy. Use the method described in step 2 for obtaining baseline data.

6. Introduce the token economy on the second week.

7. Allow the students to be self-evaluators when they have reached an 80% accuracy level for two consecutive days. As self-evaluators, they receive points based solely on observation of their own behavior, without participation of the teacher.

8. Schedule random spot-checks to ensure continued accuracy. If accuracy falls below 80%, reestablish the accuracy point system described in 3a.

Monitor

Make a graph on which the number of days will be recorded horizontally and the number of appropriate (neat or cleaning) behaviors vertically. Plot the appropriate behaviors performed for each day of the baseline, instruction, and self-evaluation periods. Draw a goal line across the top of the graph to define the expected level of performance.

Compare the difference between the number of appropriate behaviors performed during baseline, instruction, and self-evaluation periods to detect any changes in performance levels, and to note if the goal was reached and maintained. One could also record the target behavior after the token economy was removed and compare it to the behavior during baseline. If, over time,

the behavior is greater than baseline, some generalization has occurred. (See attached graph.)

Modifications/ Considerations

In the cited article, the self-evaluation token system maintained target behaviors much longer than did an external token system alone. This tactic is probably more effective because responsibility is placed on the student, not on an external agent such as the teacher. Through this procedure, students learn to maintain accurate evaluations of their behaviors while attaining high levels of acceptable behavior.

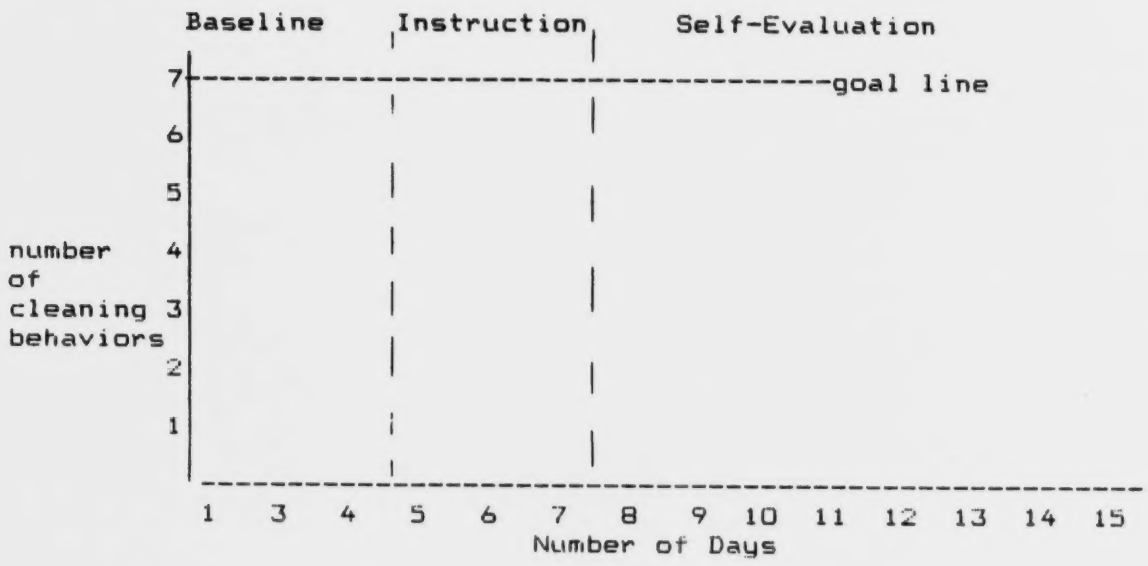
The requirement of accuracy has been shown to be a necessary prerequisite to the effectiveness of the self-evaluation procedure. Otherwise, students may reward themselves for inappropriate behaviors, thereby disrupting the purpose of the technique.

One may wish to offer rewards for the token points earned that would aid in the acquisition of the desired behavior.For example, since the behavior to be extinguished in the cited study was uncleanliness, one might offer a new hairbrush or a shaving kit as a reward for good grooming. Offer outside privileges that will encourage neat indoor behaviors (e.g., raking leaves, organizing play equipment), or keep messy activities (e.g., gooey snacks, painting or clay work) that would create an opportunity for the behavior you are dealing with to be exhibited, outdoors.

Reference

Wood, R., & Flynn, J.M. (1978). A self-evaluation token system versus an external evaluation token system alone in a residential setting with predelinquent youth. Journal of Applied Behavior Analysis, 11, 503-512.

Self-Evaluation Graph



SELF-MANAGEMENT: Visual Imagery and Self-Questioning

Background

Two learning strategies which have been advocated as techniques to improve reading comprehension are visual imagery and self-questioning. The learning strategies model has proven particularly useful for LD adolescents because of a combination of factors which make learning difficult for these students.

Learning disabled middle and high school students need to know, above all, how to learn from content materials. The idea is to help them cope with the heavy content demands of secondary school, enabling them to gain information from material which may be above their reading level and improving their ability to successfully encounter new material.

Who Can Benefit

The study was conducted with LD adolescents, 13-17 years old. It is most beneficial at this level, especially for the mainstreamed student. These strategies can be modified for those in the primary and intermediate grades, and can be taught to non-LD students who may be low-achievers or non-motivated learners. The authors recommend that students have a 4th grade reading ability level in order to most fully benefit from this approach.

Procedures

Instructional Steps: An Overview

1. Administer a pretest (see Monitor section).
2. Describe the steps of the strategy and explain to the students how it can benefit them.
3. Model the strategy, clearly demonstrating all the processes.
4. Ask the students to verbally rehearse the steps of the strategy. Require 100% accuracy.

5. Provide practice in application of the strategy with materials written at their ability level.

6. Expand the practice to include grade level content materials.

7. Provide positive and corrective feedback.

8. Administer a posttest.

Moving From Covert to Overt: Establishing Automaticity

1. Provide students with a checklist for recording their responses to the steps in the Visual Imagery Strategy.

2. Instruct them to place a check mark next to each cue (READ, IMAGE, DESCRIBE, EVALUATE, REPEAT) as they perform the covert behavior suggested.

3. Encourage students to draw images or write out answers in response to the questions.

4. Explain that this will help them to develop good study habits (automaticity) that will help them to learn more easily in the future.

5. Gradually fade the checklist procedure until students are performing the visual imagery strategy independently.

Visual Imagery Strategy (RIDER)

READ — Read the first sentence.

IMAGE — Try to make an image (a picture in your mind).

DESCRIBE — Describe your image.

a. If you cannot make an image, explain why you cannot and go on to the next sentence.

b. If you can make an image, decide if it is the same as an old image (one held in memory

from the most recent image), the old image changed somewhat, or an entirely new image (not at all similar to the most recent memory image).

c. If you have an image, describe it.

EVALUATE — Evaluate your image for its completeness.

a. Check to make certain your image includes as much of the sentence content as possible. If content is missing, adjust your image and continue.

b. If your image is comprehensive, continue.

REPEAT — Read the next sentence and repeat steps 1 through 4.

6. Give students a worksheet with the 5 "WH" questions (who, what, when, where, why) and corresponding symbols (e.g., a clock face for answers to a "when" question) listed at the top.

7. Ask them to write the answers to their self-questions on this worksheet.

8. Suggest to the students that they continue this procedure until they feel confident in their ability to self-question independently.

Self-Questioning Strategy (RAM)

READ — the passage. Ask "WH" questions as you read to help yourself keep reading.

ANSWER — your questions as you read.

MARK — your answers with the appropriate symbol for the type of "WH" question.

Monitor — A pretest and posttest should be administered as follows:

1. Test each student's ability to use the Visual Imagery Strategy with grade level material.

   a. Present a passage to a student with instructions to tell about the content when they are finished reading.

   b. Test comprehension of the same passage.

2. Test each student's ability to use the Visual Imagery Strategy with grade level material again.

   a. This time instruct the student to read a passage and try to form an image of the story as they read.

   b. Test comprehension of the passage.

3. Test each student's ability to use the Self-Questioning Strategy with grade level material.

   a. Have students read a passage.

   b. Test comprehension of the passage.

4. Test students' ability to use the Self-Questioning Strategy again.

   a. Instruct students to read a passage and ask themselves questions about the material that would make them interested in what they are reading.

   b. As the student reads the passage, stop and probe (a total of 5 times) about the type of questions they are asking.

NOTE: These two strategies are independent of one another, although both promote comprehension.

Modifications/ Considerations

Self-monitoring (recording) and self-evaluation are involved in both of these strategies. Self-selection (goal setting) could also become a part of either one.

Self-recording occurs when the responses are written out, and steps checked off as they are performed. The very act of self-

questioning involves an element of self-evaluation when students consider whether they liked a story, approved of a character's actions, or agreed or disagreed with the author's viewpoint. The opportunity for self-evaluation is also present when students are asked to decide for themselves when they have mastered the self-questioning technique.

An element of self-selection (goal setting) could be introduced by allowing students to establish goals for improved test scores. Students may also wish to identify and select certain steps in the strategies which are difficult for them to perform and decide to either practice those steps more, or to develop a method that works better for them.

If testing indicates that the discrepancy between a student's reading ability and grade placement level is too large, strategy instruction may not be the most effective method to employ. In many cases, however, modifications such as teaching the students when to apply the strategy by evaluating the material and having them select the most appropriate strategy for the content may be helpful.

This may be achieved by providing lessons in which the major characteristics and applications of each strategy are reviewed and examples of materials appropriate for each type of strategy are presented. This should be followed by practice in identifying which type of strategy would be best for assorted types of materials and activities.

Students who have difficulty with writing may find that the suggested procedure of writing out their questions and/or answers interferes with their reading. The teacher may wish to allow these students to record their responses on a tape recorder, or have them work with another student who could listen to and write out their responses for them.

Reference

Clark, F.L., Deshler, D.D., Schumaker, J.B., Alley, G.R., & Warner, M.M. (1984). Visual imagery and self-questioning: Strategies to improve comprehension of written material. Journal of Learning Disabilities, 17, 145-149.

SELF-MANAGEMENT: Token Reinforcement Without Dependency

Background

Many teachers express concern that their students' performance may become dependent upon the use of token reinforcement in the classroom. The results of this study, in which students learned to administer their own token reinforcement, indicated that students can maintain high levels of performance after token reinforcement is withdrawn.

The key factor in this procedure may be that internal (student-managed) rather than external (teacher-managed) control was used. When an individual learns to self-manage, studies show that there is a greater likelihood that the desired behaviors will continue and generalize beyond the initial learning situation.

Who Can Benefit

One hundred and twenty-eight girls enrolled in four 9th grade social studies classes, averaging 30-34 students per class, participated in the cited study. The same subject matter was taught in the same order in all four classes. None of the students presented any problem to the teacher with regard to disruptive behavior.

This procedure might also be effective with younger, mildly handicapped, or underprivileged children if modifications in types of reward provided and for the differences in scheduling and format inherent in their respective settings were made.

Procedures

1. Prepare a set of readings on the subject matter and a set of questions over each reading.

2. Formulate a series of review tests to be administered after each phase of the procedure.

3. Have the students read the prepared readings and answer the related questions to accustom them to the testing procedure for the first two weeks of the program. Provide immediate feedback and have students record the

number correct on a slip of paper to be placed in individual envelopes.

4. Establish a criterion of # of correct answers = one token. (Note: in the study, using 20-question tests, one token was awarded for every 4 correct answers.)

5. Decide on a set of reinforcers that are not readily available to students in their everyday school setting. Using privileges or items which relate in some way to the materials being studied can be beneficial.

6. Place a certain number of tokens in an envelope each day. Instruct students to calculate the number of tokens earned by dividing their test score by the established criterion. Then, have them take the appropriate number of tokens from the envelope and return the envelope to you.

7. Allow students to exchange tokens for predetermined reinforcers as discussed in #4.

8. After students have had time to become accustomed to the procedures (usually a week to 10 days is enough), transfer control of the awarding of tokens to them.

Monitor

Comparisons of performance gains based on results from review tests should be made. Recording percentages in the teacher's grade book, followed by a simple charting of time increments and percentage scores for each student could be done to monitor individual improvement. For group comparisons, an average of scores obtained on each review test could be charted in a similar manner.

A record of the number of tokens awarded in both the teacher-determined (external) and student-determined (internal) phases should also be kept and charted. Students might also be encouraged to keep records of their own progress to serve as an additional reinforcement for improvement, and as a means of monitoring and evaluating their own success in using this procedure.

Modifications/ Considerations

Offering a wider variety of meaningful prizes as rewards might be necessary to increase the effectiveness of this program for both secondary and elementary students.

Adjustments based on differences in scheduling, subject matter, ability levels, and presentations would also have to be made according to the type of students and settings in which the procedure was implemented.

The fact that such a large number of students in a regular classroom setting benefited from self-reward procedures, and that high levels of maintenance were exhibited, shows the value of teaching students this facet of self-management.

It is also important to consider the fact that students in this study who experienced inconsistency in reinforcement during the externally controlled stages of the program had greater difficulty controlling their own behavior later on. Therefore, consistent administration of the initial phases of the program are vital to the success of the students' later attempts to self-manage.

Research

Glynn, E.L. (1970). Classroom applications of self-determined reinforcement. Journal of Applied Behavior Analysis, 3, 123-132.

SELF-MANAGEMENT: Improving Academic Task Performance

Background

Students with a history of failure frequently attribute their shortcomings to ability and their achievements to teacher bias, luck, and task ease. Successful students tend to attribute their successes and failures to effort rather than to factors outside their control. As a result, these students have a tendency to work harder and longer at a task. The following tactic seeks to train failure-oriented students to reattribute their successes and failures to effort, in an attempt to improve academic performance. The training involves three phases: self-observation, substitution, and cognitive-restructuring.

Who Can Benefit

Ninety seventh and eighth grade students from a Los Angeles school district participated in this study. They were selected due to low effort attribution scores on the Intellectual Achievement Responsibility Scale.

The potential for generalization to a variety of academic tasks, the group training approach, and the simplicity with which the steps can be organized and presented to teachers are all valuable aspects of this tactic. The emphasis on self-instruction - placing the responsibility for change in attitude on the student - makes this a skill which can benefit the student long after he/she is beyond the influence of a particular teacher, classroom, or school.

Procedures

Introduction

Prepare students by introducing the concept that a person's internal dialogue can influence their behavior. Discuss such concepts as autogenic training, self-hypnosis, and psychocybernetics.

Self-Observation

1. Have each person list some of the inappropriate self-statements they make during various academic situations.

2. Have students compare self-statements with each other, noting similarities and differences.

Substitution

1. Explain to the students that through self-suggestion they can utilize the power that their ability to imagine has over their own thoughts. For example, ask the students to reflect on positive statements or images that evoke good feelings or are relaxing to them.

2. Ask students to volunteer examples of positive self-statements, compiling a list for future reference.

Cognitive-Restructuring

1. Train students to self-monitor their effort levels by having them rate their intention to participate in an assigned academic task on a scale of 1-10.

2. Direct their attention to the specific nature of the task and have them clarify it as follows:

   a. Decide what the task is about.

   b. Determine exactly what you are supposed to do.

   c. Reward yourself verbally for completing this step. (Say something like "'Way to go," or "That's good.")

3. Have them identify the necessary sequence of steps in the task, rewarding themselves upon completion.

4. Instruct students to rate their efforts, using a 1-10 scale once again.

NOTE: See attached for examples of how to execute steps 3-5 of the cognitive-restructuring phase.

5. Practice self-instruction and self-suggestion on an actual academic task for 40 minutes. For example, reading an Atlas' table of contents, solving basic math problems, using library reference skills, or comprehending reading passages.

Monitor

Ask each student to keep a daily log of assignments. Have them describe the task and how well they followed the three-step self-monitor procedure during the task. Look for improvement over time. (See attached.)

A checklist could be used as the basis for charting improvements in following the procedure on subsequent tasks.

Modifications/ Considerations

The cited study was successful in improving academic performance by training the students to attribute their achievements to effort. One may wish to provide greater examples of how to increase positive thinking and self-esteem. The teacher may include a group discussion on ways students have successfully dealt with persisting on a task in the past.

Additional reinforcers may be necessary to promote reattribution effects. The teacher may initially provide several reinforcers until the student's self-reinforcements reach an effective level.

Reference

Reiher, R.H., & Dembo, M.H. (1984). Changing academic task persistence through a self-instructional attribution training program. Contemporary Educational Psychology, 9, 84-94.

SELF-INSTRUCTIONAL TRAINING GUIDE

Procedure	Blackboard Guide	Example
WHO is performing the task?		
The student used a simple self-rating measure to identify his or her intention (effort) to participate in the assigned academic task. This was accomplished by using a scale of 1-10. The student was asked to hold up in the air the appropriate number of fingers (0 = no intention (effort), 10 = maximum intention) to demonstrate self-monitoring of effort. This procedure was repeated again at the end of the task to reaffirm the level of intention. This WHO question represented the most critical aspect of the training with regard to the effort attribution shift.	1. Decide how much effort you wish to apply to the task. 2. Hold up the number of fingers that tell how much effort you are going to make. (0 = no intention (effort), 10 = maximum intention (effort). 3. Reward yourself verbally (with a "that's good" statement) for your effort.	"Let's see, (student holds up 9 fingers) I really want to apply my best effort here. Okay, that's good, I'm really going to try hard on this."
WHAT is the nature of the task?		
The second question directed the students' attention to the specific nature of the task involved. The student was asked to clarify the academic task at hand. This was accomplished through the use of three guiding statements on the blackboard (see Blackboard Guide).	1. Decide <u>what</u> the task is about. 2. Decide <u>exactly</u> what you are supposed to do. 3. Reward yourself verbally (with a "that's good" statement) for completing this section.	"All right now, what exactly is the task? I'm supposed to look at this Atlas Table of Contents and then answer the question at the bottom of the paage. That's good, I've got that straight.

Procedure	Blackboard Guide	Example
HOW is the task to be performed?		
The third question attempted to enhance the self-instruction in the effort and postive reinforcement statements, and statements identified the necessary sequence of steps in the academic task.	1. Decide <u>how</u> you will take your first step in completing the task. 2. Decide how you will take the next step in the task. 3. Reward yourself verbally (with a "that's good" statement) and continue the process until you have completed the task. 4. Give yourself an effort rating (hold up fingers 1-10).	"Now, how should I proceed? First I'll skim over all the information to see what it contains. Good, I have a pretty good idea of what's in here, now they want to know on what page the map of West North Central United States can be found. Okay, let me look for West North Central United States. Ah, okay, here it is on page 6.

From: Reiher, R.H., & Dembo, M.H. (1984). Changing academic task persistence through a self-instructional attribution training program. <u>Contemporary Educational Psychology</u>, <u>9</u>, 84-94.

SELF-SELECT

Choices as to target behaviors, method of recording, scheduling, or contingencies made by the student. Increased academic responses have resulted.

SELF-MANAGEMENT: Writing Contracts for Homework Completion

Background

This strategy teaches students to set goals, a skill that must be learned and practiced in order to be useful. After they have had some practice in the classroom, students can be encouraged to extend this skill by applying it to other areas like homework or personal goals. Teachers can expect to save time with this tactic since students will learn to monitor their progress.

Who Can Benefit

The referenced article was based on studies which dealt with adolescents. However, good self-management skills are important for everyone, since they are the means by which long term goals are attained. This tactic is tailored for students who need to learn to turn in homework on time. Those with experience satisfying contracts should learn self-management skill principles fairly quickly.

Procedures

1. Assist students to set goals that are slightly beyond their present level of performance; tell them what their previous performance was, discuss what constitutes a reasonable goal, and provide examples with upper and lower limits. Explain that the goal must be easy to keep track of so that credit for progress is easily documented.

2. Help pupils to develop their own reward system for making progress toward their goals. They could obtain rewards for reaching their goals, reaching certain levels toward them, or reaching them for so many days in a row. Penalties are a possibility, but generally the denial of the reward alone is sufficient.

   NOTE: Be sure the reward system is generous at the beginning of the program by arranging for daily rewards. Later, the rewards should be faded.

3. Design contracts with students that detail: assignments to be completed, schedules to be met, and rewards to be given (see attached).

4. Continue the goal-setting phase until pupils can successfully comply with the initial requirements.Then allow them to set their own goals, making sure they are realistic, easy to measure, and specified for a short period of time.

5. Require students to submit progress reports that explain the extent to which they achieved their goals. Show them how to keep track of their progress by charting it daily.

6. Help students rewrite their contracts periodically. The first few should be written to cover only a day or two.

Monitor

Two features could be monitored, one of short duration, the other longer. For the former, develop a chart on which "Assignments Turned In" is printed down the left-hand side, and "Successive Days" across the bottom (see attached). For the latter, a chart could be constructed that displays the number of contracts met over a period of time.

Modifications/ Considerations

This tactic has potential benefits beyond its initial purpose to increase the number of times students turn in their homework. Pupils could also develop important self-management skills that would serve them well in many areas for years to come. Saving money, breaking unwanted habits, using time wisely, improving relationships with others, and even strengthening existing self-management skills are some examples.

It is important to write the contracts for a short period of time at first. After pupils have complied with the features of a few short-term contracts, the length can be extended. This will teach students to extend their goals as they meet them.

Reference

Nielsen, L. (1983). Teaching adolescents self-management. The Clearinghouse, 57, 76-80.

Name_____

Date_____

STUDENT CONTRACT FOR HOMEWORK TURNED IN

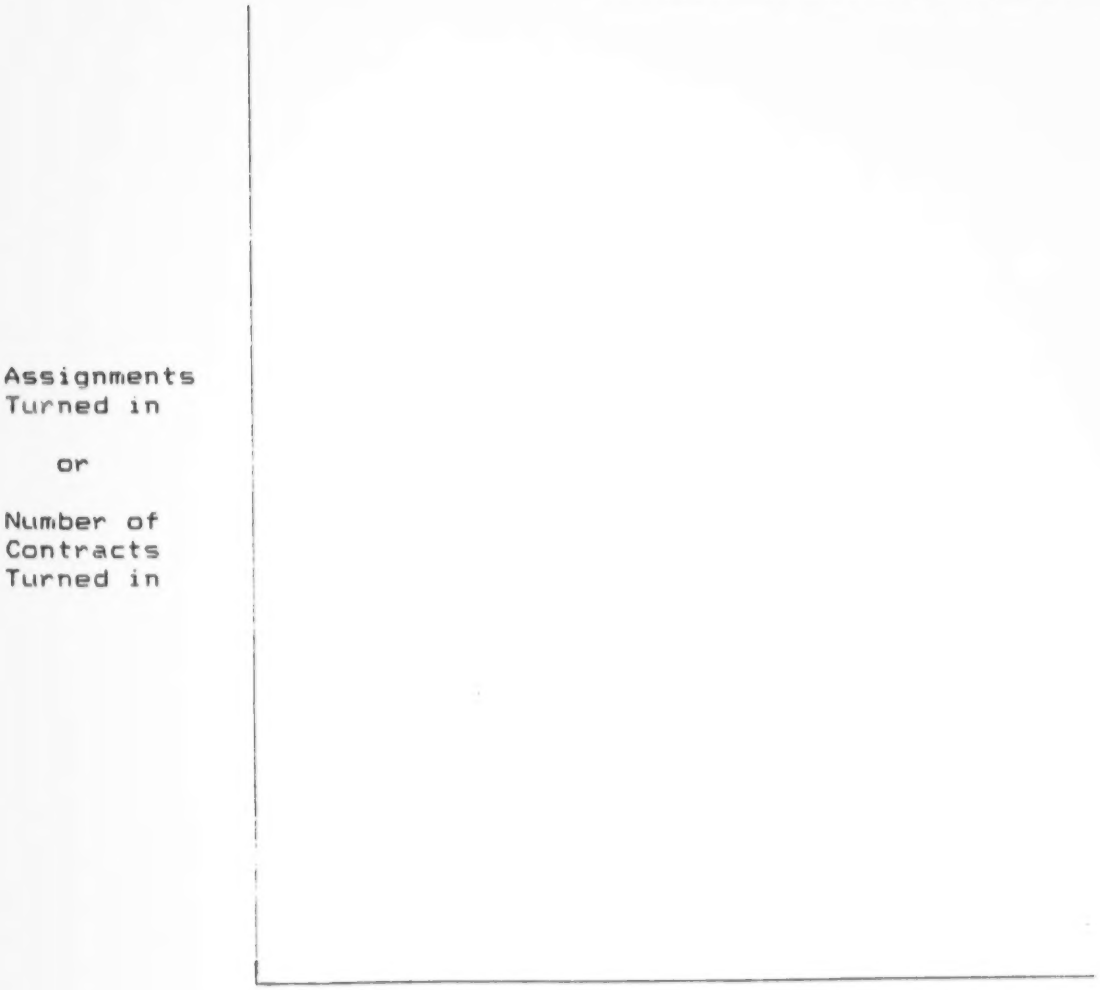
ASSIGNMENTS TO BE TURNED IN:

BY:

REWARDS:

Name_____

Date_____



Sample Chart

SELF-MANAGEMENT: Participation in Goal Setting

Background

This tactic is based on the idea that goal setting by students enhances their achievement. When students are allowed to set their own goals they are more highly motivated than if others set the goals for them or simply ask them to do their best. Students who set their own goals will be able to observe their progress toward their goals, feel better about their abilities, and enjoy sustained motivation. Instructing students to set goals will provide them with a skill that should be useful both academically and outside the classroom.

Who Can Benefit

In the cited research 6th through 8th grade children, classified as learning disabled in math, were taught to set goals for themselves in math. This tactic would be a good choice for remedial or resource rooms serving low performing students, since it could enhance their perceptions of their ability to succeed.

Procedures

When working with learning disabled students to set goals, three criteria should be established: First, goals should be specific; they should indicate the number of problems the students will complete, versus relying on comments such as "work hard". Second, standards should be established that correspond to the students' ability levels. Third, students should be able to reach their goals in a few days.

Following are instructional steps for this tactic:

1. Design a set of math packets with problems ranging from least to most difficult. For example, no borrowing, borrowing once in two-column problems, borrowing caused by a zero, borrowing twice, borrowing from a one, and borrowing across zeros.

2. Assign packets of problems to students at the appropriate levels.

3. Ask students to decide on the number of problems they would like to complete for the day. (Beforehand, establish an upper and lower limit for each child.) Tell the students that they should try to reach or exceed their goals. (A good source for establishing aims in arithmetic is the Computational Arithmetic Program by Smith and Lovitt (1982).)

4. Inform students of their goal attainment prior to the next math session.

Monitor

The number of completed problems should be charted on a daily basis. By charting this information the teacher will be able to evaluate the extent to which students meet or surpass their aims. If students are frustrated by not reaching their goal, this may indicate that the goal was too high. Conversely, as students grow in confidence, higher goals should be set.

Modifications/ Considerations

Goals may be modified in many ways. Some students may need immediate goals, whereas others may be able to set longer term goals. Eventually, some students may set their own standards without teacher guidance. Goal setting could be implemented in all academic areas with the hope that students will excel more rapidly than when standards are set for them. The best case would be that these goal-setting skills, learned in remedial or resource rooms, would generalize outside the classroom, so that students could enjoy the same kinds of success in setting, meeting, and revising their goals in whatever areas they desired.

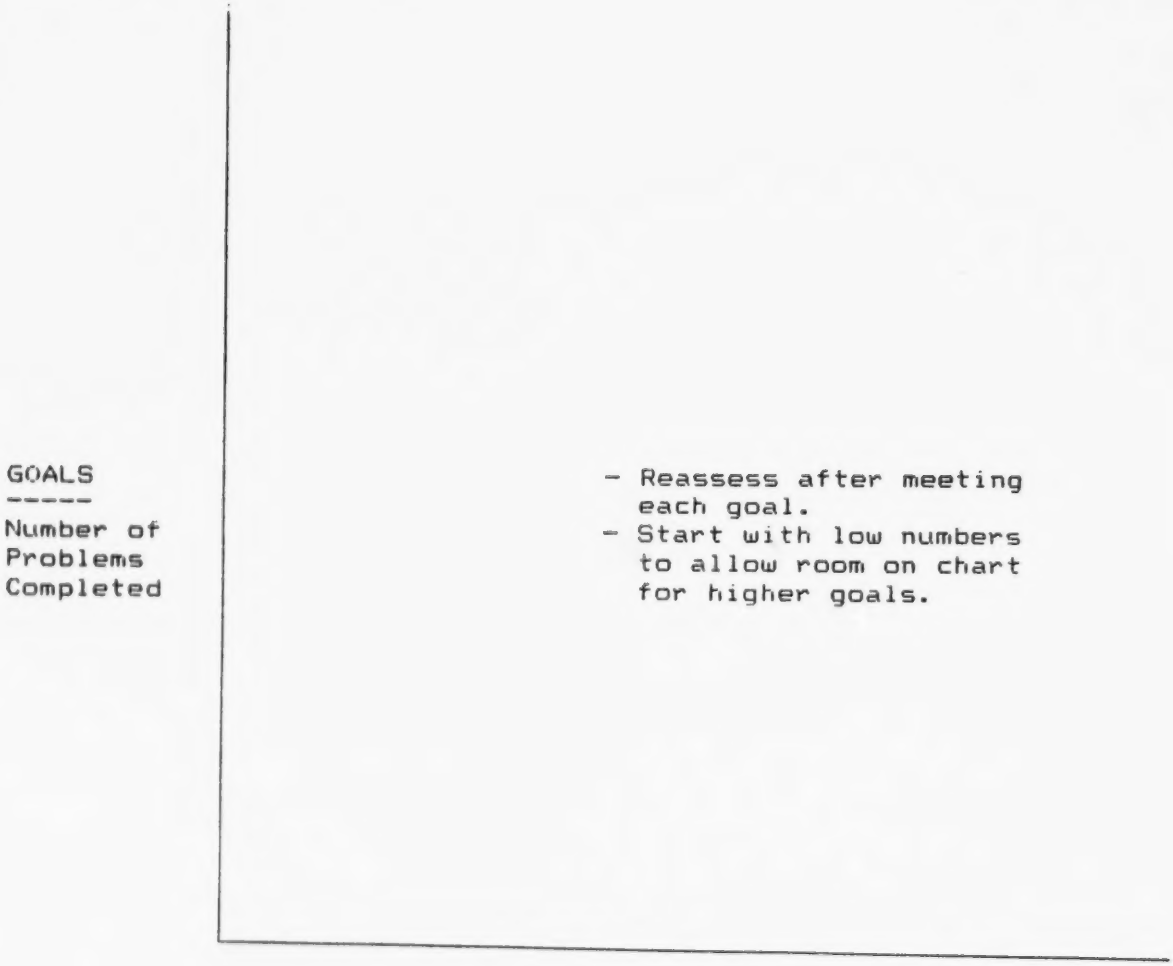
Reference

Schunk, D.D. (1985). Participation in goal setting: Effects on self-efficacy and skills of learning disabled children. The Journal of Special Education, 19, 307-317.

Smith, D.D. & Lovitt, T.C. (1982). Computational Arithmetic Program. Austin TX: Pro-Ed.

Name_____

Date_____


GOALS
Number of Problems Completed
- Reassess after meeting each goal.
- Start with low numbers to allow room on chart for higher goals.
DAYS

Sample chart for recording goals

COMBINATIONS

Interdependence between the various components of self-management often necessitates application of a combination of aspects to achieve a desired behavior change.

SELF-MANAGEMENT: Learn to Plan, Plan to Learn

Background

Often learning disabled children lack the skills and study habits that are valued by teachers. They find themselves performing poorly, and not having the ability to improve. Learning disabled children often become unmotivated and demoralized as a result.In answer to this problem, the cited research implemented a training program to teach self-regulatory behaviors, including skills in goal setting and planning for academic achievement.

The method used to monitor these self-regulatory behaviors was a weekly contract made up of interrelated features: 1) setting realistic (attainable) academic goals; 2) developing a plan to reach these goals (the contract); 3) implementing, monitoring, and evaluating progress; 4) accepting responsibility for success and failure in goal attainment. The latter relates to effort attribution, the perception of individuals of the role their effort plays in their achievement. In order to succeed in this task, all four parts are crucial.

The training program was implemented in a resource room, but the final goal of the study was to enable goal-setting behavior to generalize to the regular classroom.

Who Can Benefit

The technique was tested with junior high learning disabled students in a resource room, but could apply to other students who need to develop self-regulatory behaviors. The technique is also a good vehicle to help generalize behaviors to regular classrooms. Teachers must be cooperative in helping students review the contracts every week. By providing feedback to students, the teacher helps them attribute success and failure to effort rather than ability or luck. This allows self-esteem to remain high.

Procedures (pre-contract)

1. Record the number of assignments students are completing. These data will serve as a baseline.

2. Encourage the students to select a subject or behavior they would like to improve. Using the information from the students, as well as your own ideas as to problem areas, establish a weekly contract for them. (See attached sample contract).

3. Explain a contract to the students: tell them it is a promise to fulfill a certain obligation or task. Emphasize the fact that they are obligated to fulfill the task they have selected.

(contract phase)

4. Develop a study plan to meet the goal: specify activities, time and place the work should be done, and who the student can ask for help when needed.

5. Have the students monitor their daily work by placing a (+) to indicate that the plan was followed that day, or by giving a reason why the plan was not followed in the evaluation section of the contract. (See attached sample contract.)

6. Tell the students also to record their level of personal satisfaction on the "Level of Satisfaction" area of the contract.

7. Explain to the students that their level of satisfaction is attributed to their experiencing success in achieving a realistic goal and completing the contract. If the students have failed, inform them that the failure is due to the quality and amount of their effort, and not to luck or ability.

8. Review the completed contract once a week and introduce the following week's contract, which is to be filled out before the next activity.

Monitor

Make a chart for every student in the class consisting of squares representing single contracts and the number of weeks the program is in effect.

A color code for evaluating the status of each weekly contract should be agreed upon by students and teacher. Use of colors

corresponding to 1st, 2nd, and 3rd place can help eliminate the possibility of a color representing total failure or last place: GOLD = completed successfully, SILVER = satisfactory, and BRONZE = incomplete or unsatisfactory.

At the end of each week, have the students select either a gold, silver, or bronze colored square to tape on the chart for that week's contract. An all-gold chart would indicate that the student's performance was outstanding, a majority of silver squares would show satisfactory performance, and a chart consisting of mainly bronze squares would mean that performance for the week was unsatisfactory.

Modifications/ Considerations

The experiment was probably successful because the weekly reviews between teacher and student provided the feedback needed to correctly attribute personal factors such as effort to achievement rather than external factors such as luck. The goals were also attainable by the students. They used effort attribution more often than ability, task difficulty, or luck to explain success and failure. Self-esteem remained high because the students were in control of their performance.

It was noted that performance decreased by the end of the study. One reason could be that the novelty of the situation was wearing off. In this situation, rewards such as free time or less homework could be offered to students who completed their weekly contracts.

This system could be used with any group of students if modifications of materials and comprehension levels are made to accommodate them. One might want to change the self-report section of the contract to include a larger range of satisfaction levels or add other emotional or motivational levels to enable students to express themselves more clearly. This may be more effective with older students.

Reference

Tollefson, N., Tracy, D.B., Johnsen, E.P., & Chatman, J. (1986). Teaching learning disabled students goal-implementation skills. Psychology in the Schools, 23, 194-204.

WEEKLY CONTRACT

SUBJECT:
PERIOD:
FROM_____ TO:_____

STUDENT NAME:
TEACHER NAME:

GOAL STATEMENT:

COMPLETION DATES: TASK 1
TASK 2
(fill in as needed)

STUDY PLAN:

ACTIVITIES	WORKTIME	PLACE	HELPER

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

EVALUATION:

GOAL

ACCOMPLISHED	NOT ACCOMPLISHED
REASONS	

LEVEL OF SATISFACTION: VERY SATISFIED:_____
SATISFIED:_____
NOT SATISFIED:_____

STUDENT SIGNATURE:

TEACHER SIGNATURE:

SELF-MANAGEMENT: Making Responsible Choices

Background

On a general basis, problems in the classroom arise from the actions of a few individuals who demand attention or have difficulties channeling their energies. Sometimes, however, a teacher will be assigned to a class in which 80% of the pupils cannot get along, like to seek attention through deviant outbursts, or don't care about school. The tactic explained here should be considered in instances when an entire class needs to develop self-responsibility.

Who Can Benefit

This particular program was implemented in a middle school physical education class. It was a co-ed, multi-racial group that could not work with one another. This procedure could also be applied to other classrooms and to older age groups. It has been shown to generalize to social and family situations as well as augmenting personal self-improvement.

Procedures

1. Explain to the students that they have two days during the week when they have the choice between working on personal physical fitness concepts ("student time") or doing teacher-directed activities ("teacher time"). If the student chooses the former, set up a contract system for working on personal physical fitness.

2. Tell the students that to be successful on the contract system they must be self-motivatiors and self-controllers.

3. Include in the contract a test on the skill being taught in the gym class for that week; for example, dribbling or rope climbing. The test is a measurement of the amount the students learn based on their original knowledge and ability levels.

4. Make the fifth day of each week "group activity day". On this day, self-control and cooperation are stressed. Teach students to implement the

self-awareness levels outlined in the Monitor section. After each activity day, have pupils rate themselves on their self-awareness levels. High scores earn the privileges of the contract system on student-time days. One privilege is being able to go to a "talking bench" where pupils can sit with others and chat.

Monitor

Following are the self-awareness levels to be used by the students to rate themselves on group activity day.

0 = Little self-control, verbal and physical abuse of others, not involved, puts down those who are involved, irresponsible, blames others, feels powerless.

1 = Under control, not involved but doesn't interfere with others' right to learn or teacher's right to teach.

2 = Under control, involved in subject matter, but only as directed by teacher.

3 = Self-responsible, self-motivated, able to work independently, able to take responsibility for actions and attitudes (accountability accepted and acted upon).

4 = All of the above, plus caring about others, involved with others in a helping way; sensitive to the needs of the group or willing to put ego aside to assist someone else.

Make a chart containing vertical columns for each student. Write their names across the top of the chart. List the number of group activity days from top to bottom as Day 1, Day 2, and so forth. After each group activity day, have the students write their awareness level score in their respective column next to the group activity day. Beside each score, the students should write down the free time or privileges earned for that score. Notice that there should be a positive correlation

between high awareness levels and privileges earned. The chart allows both the students and teacher to note the students' progress over time. This is also reinforcing for the students. (See attached chart.)

Mdifications/ Considerations

The program succeeded for a number of reasons. It demanded responsibility, independence, and self-evaluation from the students. They were allowed to make responsible choices and to see the effects of their decisions. One procedure should be considered in the self-evaluation tactic: There should be agreement between the student's self-evaluation score and what the teacher believes he earned. Without agreement, the student could take advantage of privileges that are not actually deserved.

The "talking bench" noted in the Procedures section may be useful for some students, but without close monitoring, its original purpose could be abused.

This was an excellent experience for the middle school age group, but it could also be used at the high school level, and in other settings. One may need to develop a new test within the contract that corresponds to the information being taught for a particular group. Also, if the tactic is used in a classroom where the students spend a majority of time working alone, the reinforcer could be group work rather than personal time. It should be taken into consideration when using this technique in other settings that what is reinforcing to a group of students in one situation may not be so for others.

Reference

Hellison, D. (1983). Teaching self-responsibility. Journal of Physical Education, 54, 23-28.

GROUP CHART

	Kevin		Charles	Lisa
(group activity days)	self-evaluation score	privileges earned		
day 1				
day 2				
day 3				
day 4				
day 7				
day 8				
day 9				
day 10				

Kevin's column contains the information that should be entered in every child's column. You may find it necessary to write the information in every column, or you may use Kevin's column as an example for the other children to follow.

SELF-MANAGEMENT: Strategies for Job Success

Background

Most mildly handicapped and learning disabled adolescents require direct instruction in job-related social skills such as accepting constructive criticism and asking for help. Yet, these students also need training in techniques and strategies that will enable them to implement skills effectively. This tactic focuses on strategies (i.e., self-instruction, self-questioning, self-monitoring, and self-reinforcement) that will provide students with the ability to improve their social behavior and general job performance.

Who Can Benefit

Studies cited in the referenced article were conducted with mildly handicapped adolescents. Nearly any secondary level mildly handicapped or learning disabled student could benefit from self-management training related to functioning in the work place. This training would enhance the implementation and effectiveness of previously learned job skills, and would contribute to job success and satisfaction.

Procedures

Self-Instruction

1. Explain to the students that self-instruction involves giving yourself instructions on how to perform a job task.

2. Ask the students to identify a situation that requires the use of a specific skill.

3. Write down the steps needed to perform that task (e.g., taking inventory, data entry).

4. Ask the students to rehearse the steps to themselves.

5. Allow the students to perform the task in a role-play situation. Provide feedback.

6. Instruct students to keep a chart or index card listing the task steps or

cues. They should be encouraged to glance at the card periodically while performing the task.

Self-Questioning

1. Suggest to the students that another skill they can implement on the job is self-questioning.

2. Ask them to identify a set of behaviors, duties, or tasks that a job may require of them. For example, if a student works the closing shift at McDonald's, he may be required to check on supplies for the morning, shut off the lights, and lock up.

3. Have the students write these tasks in question form (e.g., "Did I lock both doors?" "Have I turned off all the lights?"). They may rehearse these questions until they are committed to memory, or could write them on a cue card.

4. Ask the students to practice self-questioning, and provide them with feedback on their performance.

Self-Monitoring

1. Explain to the students that self-monitoring is a method for watching and checking themselves to ensure that the targeted behaviors have been performed.

2. Ask the students to identify and define a specific on-the-job task, and discuss its importance.

3. Select a practical and expedient method to observe and measure the behavior. One possibility may be to record the number of times it occurs on a card or pocket counter.

4. Teach the students to use the measurement system and provide opportunities to practice before using the system on the job.

Self-Reinforcement

1. Inform the students that self-reinforcement occurs when they praise or reward themselves for performing a particular task.

2. Have the students set a particular goal for themselves (e.g., being on time for work).

3. Allow them to decide when and how they can reinforce themselves. For example, placing a token in a jar for each day they were on time for work. At the end of the week they could cash in the tokens for money and buy themselves something they would like.

4. Define self-praise and explain that it is also a good form of reinforcement.

5. Practice setting up behavioral contracts, setting goals, and acknowledging when a goal has been attained.

Monitor

Provide the students with a self-monitoring card (see attached). Ask them to practice a particular behavior either on the job or at home. The students should allow the teacher to check the card at the end of the week to note any improvement in behavior.

Modifications/ Considerations

This tactic sought to teach mildly handicapped and learning disabled adolescents strategies and techniques to improve their social behavior and general job performance. One limitation of teaching these skills in the classroom is that students are not able to practice new skills in an actual job setting. The teacher may wish to simulate a job setting in the classroom, or take the students to the school cafeteria, home economics room, or auto mechanics shop to practice these skills.

The teacher may require notes from parents and employers in addition to checking the self-monitoring cards to ensure that the students are working and improving on their targeted goals.

Self-Monitoring Card (Sample)

(front of card)

Behavior: Eye contact (looking directly into the eyes of the other person for at least 3 seconds while listening or talking)

Rating:	Poor	Fair	Good	Excellent
10/18				
10/20				
10/22				

(back of card)

Day:	10/18	10/20	10/22
number of behaviors			

Reward: For 1 week of good or excellent ratings - one visit to the movies.

SELF-MANAGEMENT: A Tutor Training Program

Background

This tactic provides specific procedures for training peer tutors, assuming a program has been set up and tutors have been chosen. Tutors and tutees will both benefit from a comprehensive training program. The curriculum described here teaches tutors the skills they need in order to operate independently.

The responsible role of the peer tutor requires a substantial degree of self-management. Instances in which self-management techniques might be applied will be noted, and suggestions for implementation discussed.

Who Can Benefit

The training program in the cited study was implemented in a junior high school setting with eighth and ninth grade tutors and tutees. This tactic is general enough to benefit secondary students at the junior or senior high school level.

Procedures

Introduction

Training sessions might take place after school or during homeroom. Students could sign up for peer-tutoring as an elective if scheduling allows. This should be decided when designing the overall program.

Training could be divided into the following modules:

- Communication Skills
- Behavior Management
- Task Analysis
- Designing Teaching
- Direct Instruction
- Classroom Survival Skills
- Review of Textbooks

Detailed procedures for implementing these modules follow.

Communication Skills

1. Introduce the unit on communication by defining communication as the ability to send and receive accurate messages.

2. Role play active and non-active listening with students. Then have them practice on their own using personal experiences.

3. Discuss effective feedback through the following "I - YOU" examples and their characteristics:

   "YOU" messages - blame, criticize, label, put down, reject, threaten, or argue.

   Examples: "Can't you understand this?"

   "You never do your homework."

   "I" messages - explain the problem, your feelings, and effects on you.

   Examples: "I know I can help you with this."

   "I'd like it if you did your homework."

Behavior Management

1. Define the following terms and give an example of each: on task, off task, target behavior, inappropriate behavior, extinction (ignoring inappropriate behavior until it goes away), and shaping (rewarding small steps toward the desired behavior).

2. Ask students to provide additional examples of each term.

3. Have students demonstrate their understanding of the behavioral terms and methods for changing behavior listed in #1 through a series of role-play activities.

Task Analysis

1. Demonstrate how to pinpoint a task, break it down into smaller behaviors or steps for teaching, and then arrange the steps in a logical sequence.

2. Provide examples of tasks for students to analyze as above.

3. Discuss how to determine entry skills for teaching various tasks and how to evaluate the outcome when the task is completed.

Designing Teaching

1. Initiate discussion about ways to approach teaching different subjects with a variety of students.

2. Ask students to volunteer their thoughts on their roles and responsibilities as peer-tutors.

Direct Instructions

1. Model the direct instruction style of teaching with a few examples. This style follows the MODEL, LEAD, TEST, and RETEST format in which teachers show students how to do the problem (model), assist students in solving the problem (lead), provide examples for students to solve without help (test), and return to the same type of problem later in the lesson for review (re-test). Errors are corrected immediately, should they occur.

2. Have students practice this technique with each other using a variety of problem types.

Classroom Survival Skills

1. Lead students in a discussion to exchange information about study skill techniques they have used successfully.

2. Guide students in making a list of the steps required for completing long term projects and writing research papers.

Review Textbooks

1. Allow time for tutors to review any textbooks or materials being used by tutees.

2. Answer any questions that students may have.

3. Provide a list of teachers and the times they are available to answer questions about different subjects.

Monitor

Tutors might self-monitor by keeping a log of their tutoring sessions. Entries could consist of the name of the tutor and tutee, the nature of help requested and provided, the progress made in the session, and future plans. Teachers and students could meet regularly to review the logs.

Modifications/ Considerations

The skills of tutors will vary depending on the coursework and experience they have already had. Some subjects may lend themselves to different teaching procedures. For these reasons, teachers may tailor this tactic as desired.

Teachers might refer to the study skills section of this document for more detailed coverage.

Several of the training modules would lend themselves especially well to the various componants of self-management. For example, in the Communication Skills module, tutors could tape several sessions, replaying the tapes to obtain a count (self-record) of the types of feedback they used. Based on the tutees' improvement or lack of it, tutors could then evalute the effectiveness of their feedback and set goals (self-select) for increasing or decreasing particular types of feedback.

The ability to recognize and deal with various behaviors (see #1 Behavior Management) can be sharpened through similar self-management approaches as well. Tutors may wish to identify particularly troublesome behaviors which seem to be interfering with the tutoring sessions, count his/her responses (self-record) to the behavior,

evaluate the nature of the responses, and decide to increase, decrease, or change their responses (self-select) in order to effect a possible behavior change.

Proficiency in direct instruction techniques may be established through self-recording. A checklist of the steps (MODEL, LEAD, TEST, & RETEST) could be employed both as a reminder and record of consistency. Comparison of the number of times direct instruction is used and the progress of the tutees could indicate a need for adjustment (self-evaluation).

A beneficial component to add to this program would be to have tutees keep records of their performance (self-record). They could chart their progress in the subjects for which they are receiving help, and compare notes with tutors.

Teachers supervising peer-tutoring sessions should circulate about the room, answering questions as they arise, and checking in on students. Time at the end of each session should be reserved for any wrap-up questions students may have.

Reference

Haisley, F.B., Tell, C.A., & Andrews, J. (1981).Peers as tutors in the mainstream: Trained "teachers" of handicapped adolescents.Journal of Learning Disabilities, 14, 224-226.

TRAINING

Once mastered, the basics of self-management can be applied to an endless variety of life situations. Training in the underlying principals and techniques allows this versatility to emerge.

SELF-MANAGEMENT: Identifying the Antecedents and Consequences of Behavior

Background

The desire to change or improve one's own behavior and a willingness to be responsible for making this happen are essential to the success of any attempt to self-manage. A positive introduction to the basic principles of self-management is the first, and possibly most important, step in the process. Students need to understand that if they can learn to manage their own behavior others will have less reason to try to control their behavior for them, which translates to greater independence.

This tactic provides guidelines for teaching students just what self-management really is and how to apply it to their own lives. The main ingredient is a focus on promoting the ability to identify and react to events (triggers) in ways that will decrease the need for others to control their lives.

Who Can Benefit

The increased freedom of choice available to the individual who can learn to manage his/her own behavior can benefit the secondary student in a number of ways, all of which add up to more independence now and in the future. The likelihood of better grades, more practice in selecting activities and setting goals, and the improved self-esteem that can result, may all combine to help students lead more successful and happy lives.

Students who are capable of controlling their own behaviors in a responsible manner will contribute to a more productive, focused classroom atmosphere, benefiting students and teachers alike.

In a society where youth and young adults are able to complete a job with minimal supervision, more time, energy, and money can be spent on improvement and innovation rather than prevention and rehabilitation.

Procedures

Introduction

1. Set the tone for a positive learning experience.

   a. Treat students as adults.

   b. Present the program as a privilege; an opportunity (to control their own lives).

   c. Maintain a positive, interested attitude.

2. Define "self-management" and give examples of how it can be applied to the students' lives.

3. Briefly trace the logical progression of control in all our lives.

   a. young children - large degree of behavior managed by adults

   b. adolescents - a transition from management by adults (childhood) to assumption of responsibility for oneself (adulthood)

   c. adults - expected to manage their own behavior in a responsible manner that does not infringe on the rights of others

   d. all ages - must learn to function within the range of rules and expectations of society

The ABC's of Behavior

1. Write on the board (or display on a poster) an explanation of the "ABC's of Behavior":

A - Antecedent - what happens to trigger your behavior

B - Your Behavior - what you do or say

C - Consequence - what happens as a result of your behavior

2. Present examples (see attached).

3. Draw a diagram consisting of 3 columns: "TRIGGERS," "YOUR BEHAVIOR," "RESULTS"

4. Ask students for personal examples of things that trigger certain behaviors, what the behaviors are, and what might result. Record their responses in the corresponding columns.

Discriminate and Predict

1. Present a lesson on how to discriminate between triggers (antecedent events) that cause students to act appropriately and triggers that cause them to act inappropriately.

   a. Set up 6 columns labelled respectively, TRIGGERS, BEHAVIORS, POSITIVE RESULTS and TRIGGERS, BEHAVIORS, NEGATIVE RESULTS.

   b. List 3-5 events (triggers) that would elicit appropriate behaviors (see attached) in the first column.

   c. Record student responses to "What would you do if ___(trigger) happened?" in the second column.

   d. List 3-5 triggers that would cause inappropriate behaviors to occur, in the fourth column.

   e. Record student responses next to each one in the fifth column.

2. Go back to the first 2 columns and discuss the probable results of each trigger/behavior. List student responses in the POSITIVE RESULTS column.

3. Repeat this procedure with the second set of triggers/behaviors. Record student responses in the NEGATIVE RESULTS column.

4. Immediately after students acknowledge the negative results of each inappropriate behavior, transfer the trigger to the first column, and elicit suggestions for more appropriate responses.

5. Discuss and list the positive results that would follow each amended behavior.

EXAMPLE:

Trigger: Your English teacher hands back your paragraph with several punctuation and capitalization errors underlined, and asks you to make corrections and recopy in ink for tomorrow. She tells you to look it over now, so you can ask questions about anything you don't understand.

Behavior: You glance at the paper, and stick it in your notebook, thinking you will get to it later. When you get home, you discover that there are several errors you don't know how to correct.

Consequence: You get a "Zero" on the paper and still have to do it over again.

*Ask the student to change the behavior:

You look over the paper in class, and ask for help on the errors you don't know how to correct. Once all the corrections have been made, you recopy it in ink, and turn it in on time the next day.

*So that the consequence changes:

The teacher congratulates you for getting your work done and in on time, and changes your "D" to a "B."

6. Recommend that students employ self-talk statements (counting to ten, saying things like, "If I don't control myself, someone else will. If I manage my own behavior, I will have more freedom to do what I want.") to help them make better behavior choices.

7. Repeat steps 1-5 with new examples to provide additional practice in discriminating between events that are likely to trigger appropriate and inappropriate behaviors, and in predicting the consequences of their behavior.

Role Play and Discussion

1. Have students role-play 2-6 ABC sequences. (You may wish to refer to examples from previous lessons or present new ones such as those listed on the attached sheet.)

2. Discuss the concept of self-management as it relates to what they have learned.

   a. what ABC stands for

   b. how it can be applied to their lives

   c. the advantages to controlling their own behavior

   d. ways to manage themselves so that others will not have to

Monitor

One way to determine how well students have understood and internalized the concepts presented in the previous pages would be to take a mixed, unlabeled list of triggers, behaviors, and results and categorize them into the ABC columns on a worksheet. (See attached.)

A further determination of the degree to which students are able to apply these concepts could be made by asking them to record three examples of situations occurring in their lives between the end of the class period and the next time you meet that show their awareness of what triggered their behavior, how they reacted, and what the results of the behavior were. If the results were negative, the activity could be extended to include an amended approach.

Modifications/ Considerations

Since the desire to change or improve one's own behavior is an important prerequisite to learning self-management, the teacher should consider how each student in the class may react to the concept before introducing it to the group. If you anticipate that someone may respond negatively, it may be best to ask privately if they would like to participate, after explaining

the basic tenets of self-management to them. If the response is strongly negative, do not include him/her in the instructional group.

These procedures are only guidelines. A teacher may wish to use all of them, just as they appear in this tactic, or only those they feel apply most directly to their students. Adaptations should be made as necessary for your particular population and setting.

Reference

Teaching Self-Management Strategies to Adolescents: Instruction Manual. Department of Special Education, Utah State University, October 1987.

Table 3.1

Examples of Antecedents, Behaviors, and Consequences for Discrimination Training

("You" and "You're" refer to the student)

Antecedents (Triggers)

1. Your friend keeps throwing paper wads at you during seatwork.
2. You're supposed to be to work by 3:30, but your friends always want you to hang out after school.
3. Your teacher gives you a book report assignment that's due in one week.
4. Your dad tells you that you have to babysit Friday night.
5. The girl/boy that you want to go to the dance with asks you for help with homework after school.
6. You go out to the parking lot after school and find that you have a flat tire.
7. Your teacher gives an assignment that you don't understand.
8. One of your teachers announces that there will be a chapter test on Friday.
9. Your mom asks you to come home right after school to help her out.
10. You're walking down the hall and someone you don't get along with comes up behind you and shoves you.

Behaviors

1. Even though your friends are going out for cokes, you go right home and help out.
2. You kick in your front fender and punch the side window, cracking it.
3. You get to work an hour late for five days in a row.
4. You go shopping with your friend because you'd rather do that than school work.
5. You really want to go out, but you stay home as you've been asked to do.
6. You're really mad, but you just walk away from him/her.
7. You punch your friend and yell swear words at him.
8. You schedule your study time so that you work on your report a little each night and have enough time to rewrite it neatly the night before it is due.
9. You'd rather be out partying, but you decide to study each night between now and Friday.
10. You go to the teacher during seatwork time and ask for clarification on the assignment.

Table 3.1 (cont.)

Consequences

1. Your mom really appreciates your help and offers to treat you and your girl/boyfriend to a movie on Friday.
2. Your dad lets you borrow the car Saturday night and gives you $5.00.
3. Your teacher sends you to the principal's office.
4. The hall monitor sends the "other guy" to detention, but you're doing fine.
5. Instead of just having to change a flat tire, you have to come up with $100.00 for body work.
6. You get a B+ on your paper.
7. Even though you missed a couple of nights out, you ace the test.
8. Your boss fires you and you lose the income you were using for saving for a new car.
9. You are able to complete the assignment accurately and get a good grade.
10. When you ask your friend to go to the dance with you, he/she says, "Forget it!"

DISCRIMINATE and PREDICT

POSITIVE			NEGATIVE		
Triggers	Behaviors	Results	Triggers	Behaviors	Results
(Step 1b) Teacher asks class to work individually and quietly.	(Step 1c) You work on your own without talking.	(Step 2) You finish your work and are allowed to talk to friends for the last 5 minutes of class. You also have less homework.	(Step 1d) Your friend keeps throwing paper wads at you during seat	(Step 1e) You think it's funny and start throwing paper wads back at him.	(Step 3) You both get sent to the principal's office. Because you missed the rest of class, you have more homework.
(Step 4 ----------→) Your friend keeps throwing paper wads at you during seatwork.	You ignore your friend and finish your work.	(Step 5) Your friend gets tired of bothering you and gets his work done too, so you both have more time to have fun after school.			

Name_____ Date_____

Part A List the following statements in one of these three categories: "triggers," "student behaviors," or "results."

Part B Match the "triggers" with the right behaviors and results.

1. Do the 30 math problems on page 151.
2. Fail the social studies quiz.
3. Parents ground you for two weeks.
4. You go to a party instead of studying social studies.
5. You complete your math homework instead of watching T.V.
6. You get home from the party at 2:30 a.m.
7. Your math assignment was completed on time.
8. Your parents tell you to be home from the party by 11:30 p.m.
9. Your social studies teacher announces that there will be a quiz tomorrow on Chapter 5.

Triggers	Student Behaviors	Results

Figure 3.4 Student evaluation activity.

Name_____ Date_____

For the next class period, write down the "triggers," "your behavior," and the "results" of your behavior for three things that happen to you.

	Trigger	Behavior	Result
1.			
2.			
3.			

Figure 3.5 Student assignment sheet.

SELF-MANAGEMENT: Establishing School Survival Skills

Background

Definitions of survival will vary as widely as the situations in which people must survive. In school, survival is based on several factors specific to the school setting. All too often the simple, routine procedural requirements like attendance, being prepared, turning in work, and participating in class are neglected when preparing mildly handicapped students for mainstreaming into regular classrooms.

No matter how proficient a student may become in a subject, the lack of good habits in these areas can spell defeat. Secondary students with learning and behavioral problems often need assistance in developing and maintaining the basic survival behaviors identified in this tactic. Procedures for teaching students how to better manage themselves with regard to these behaviors are outlined.

Who Can Benefit

While this tactic grew out of a school survival skills curriculum designed for mildly handicapped secondary students, any student experiencing difficulty with attendance, punctuality, organization, staying on task, following directions or participation could acquire some valuable skills through the self-management approach advocated herein. As many of these characteristics are also valued by employers, development of them could help with future employability. Also, these tactics could be modified for use in employee training within businesses.

Procedures

Preparation

1. Have students complete a self-assessment form similar to the School Survival Skills Scale (attached).

2. Ask teachers into whose classes your students have been mainstreamed to complete identical forms for each student.

3. Direct students to total their scores and transfer them to a ratings form (see Display of Ratings form attached).

4. Explain the meaning of the distribution of scores.

   a. on the right = they think they are doing well on that particular skill

   b. in the middle = some done well, others needing improvement

   c. on the left = definitely need to work on those skills

5. Encourage discussion and comparison of ratings.

6. Compare teacher ratings to student's self-assessments. Pinpoint areas of agreement on strengths and weaknesses.

7. Tell the students that they will be working together to improve or maintain all of these skills over the next several weeks.

Introduction

1. Explain the importance of the skills surveyed - as they relate to both school and work. Encourage discussion and provide examples.

2. Introduce students to the idea that instead of having a teacher (supervisor, employer) check up on their progress every day as they strive to improve, they will be responsible for checking, or monitoring, themselves.

3. Begin by stressing the importance of attending class every day and being on time. Offer the following rationales:

Go to Class

   a. so you don't miss assignments or class work

   b. so you can learn what the teacher is teaching

c. so you can have an easier time passing tests and getting decent grades

d. so you stay out of trouble

e. so the teacher will see you as an interested student, as someone who tries to do well.

Be on Time

a. to show courtesy to others

b. so you won't miss things (announcements, assignments)

c. so you won't disturb the class by coming in late

d. so class can start and other people aren't held up

e. so the teacher won't have to repeat things

f. so you don't make the teacher angry

g. so you develop good habits

h. so your teacher will think you care about how you are doing in school

5. Discuss what to do if you have to miss a class due to illness.

a. call a friend to find out what you missed, or ask the teacher the next day

b. GET HELP! ask the teacher; work after school with a friend; ask for a tutor

6. Talk about ways to avoid being late to class.

a. no long conversations with friends between classes

b. plan ahead to be sure you have all the materials you need for class without having to stop at your locker

c. walk quickly and don't make any stops during breaks between classes

Instruction: Phase I

1. Provide each student with a self-monitoring sheet (see Form H, attached) as an example of the format they will be using.

2. Model how to mark the sheets correctly (i.e., a check mark if they did go to class/get there on time, an X if they did not).

3. Instruct your students to pick one mainstream class in which to self-monitor their attendance and punctuality for the next two days.

Instruction: Phase II

1. Collect the practice self-monitoring forms and review them with the students at the end of the two-day practice.

2. Review self-monitoring and introduce the idea of reinforcement.

3. Provide students with fresh monitoring forms and instruct them to continue self-monitoring for another week.

4. Check the self-monitoring forms at the end of the week, and reinforce those who have shown improvement in attendance and being on time to class.

Instruction: Phase III

1. Follow the same instructional procedures with the remaining school survival skills:

    Bringing Materials to Class
    Using an Assignment Book
    Meeting Due Dates
    Being On-Task
    Following Directions
    Asking Questions
    Answering Questions

Monitor

At the end of the instructional phases, reintroduce the self-assessment activity. Have students and teachers alike complete the survey. Compare results to the initial survey and determine what areas may still need attention. Have students contract on an individual basis for improvement in these behaviors, using the self-monitoring techniques learned during group instruction in self-management.

The information from the self-monitoring forms could be translated to graphs for a more concrete and graphic display of individual student performance as it compares to the group, or simply as a visual record of group achievement upon which reward may be based.

Modifications/ Considerations

One advantage to teaching self-management as recommended in this tactic is that it is based on group instruction. In many instances this may be far more feasible than a strictly individualized approach. As noted in the Monitor section, individualization is provided to address specific skill deficits, but only after the students learn how to self-manage. This should increase the likelihood that individual gains can be made more quickly, since students already possess the basic tools for change.

It also places more of the responsibility for change on the students. As a result, success can be justly attributed to personal effort, rather than being seen as solely the outcome of teacher demands.

Regular classroom teachers should be well informed about the self-management training and should be included in the process as much as possible.

Reference

Zigmond, N., & Kerr, M.M. (1986). School Survival Skills Curriculum: Teacher's Manual. University of Pittsburg.

SCHOOL SURVIVAL SKILLS SCALE
SELF-ASSESSMENT
FORM I

To be completed at the start of the School Survival Skills Curriculum.

Date: _____

Your Name: _____ (please print)

Teacher's Name: _____ (please print)

Your Grade: 9 10 11 12

Directions: Please read each statement and circle the corresponding letter that best describes your typical behavior. Be sure that you mark every item.

I, _____ (NAME),

		NEVER	SOMETIMES	USUALLY	ALWAYS
1.	stay awake in class	N	S	U	A
2.	get to class on time	N	S	U	A
3.	do what adults ask me to do	N	S	U	A
4.	stay calm and in control	N	S	U	A
5.	bring necessary materials (pencil, paper, and book) to class	N	S	U	A
6.	keep working even when faced with a difficult task	N	S	U	A
7.	ask for help with schoolwork when I need it	N	S	U	A
8.	respond to others when they speak	N	S	U	A
9.	arrive at school on time	N	S	U	A

Name _____

		NEVER	SOMETIMES	USUALLY	ALWAYS
10.	complete assigned classwork or homework	N	S	U	A
11.	act appropriately in different situations	N	S	U	A
12.	stay cool during an argument	N	S	U	A
13.	organize study time well	N	S	U	A
14.	can concentrate on work without being distracted by other students	N	S	U	A
15.	work well independently	N	S	U	A
16.	accept the punishment if caught doing something wrong	N	S	U	A
17.	turn in assignments on time	N	S	U	A
18.	speak appropriately to teachers	N	S	U	A
19.	follow written directions	N	S	U	A
20.	talk calmly to an adult when accused of something I did not do	N	S	U	A
21.	use my time productively while waiting for the teacher	N	S	U	A
22.	attend class	N	S	U	A
23.	act like I'm interested in improving my grades	N	S	U	A
24.	am good at taking tests	N	S	U	A
25.	handle corrections on classwork	N	S	U	A
26.	can state or write the main idea of a teacher's lecture and give facts to support the main idea	N	S	U	A

PLEASE CHECK TO MAKE SURE ALL ITEMS ARE MARKED.

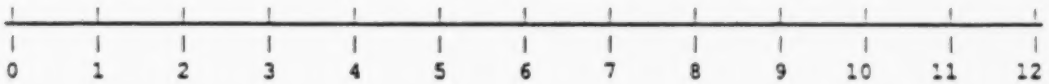
DISPLAY OF RATINGS ON
SCHOOL SURVIVAL SKILLS SCALE

Student _____ _____ Self-Assessment

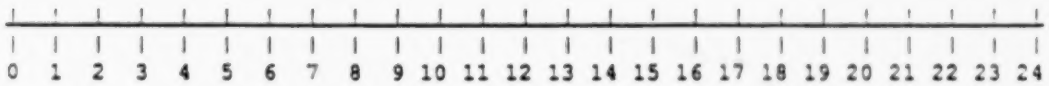
_____ Form I _____ Form II _____ Teacher Assessment

Taking an Interest in School: Factor 1 _____

Organizational Skills: Factor 2 _____

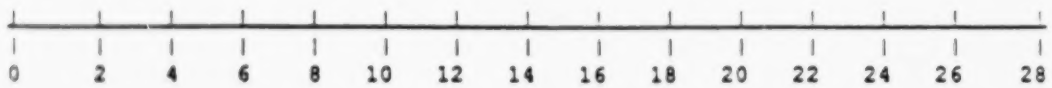


Task Completion: Factor 3 _____

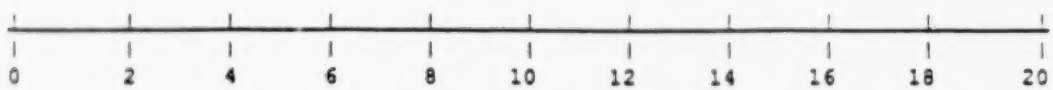


Independence: Factor 4 _____

Interpersonal Skills: Factor 5 _____



Following School Rules: Factor 6 _____



SELF-MONITORING FORM H

Date Given _____

Name _____ Date Due _____

Directions: Put a check (✓) if you did each step.
Put an "X" if you did not.

PERIOD	CLASS	ROOM	Monday Date:	Tuesday Date:	Wednesday Date:	Thursday Date:	Friday Date:
			Went to class ___ Got there on time ___	Went to class ___ Got there on time ___	Went to class ___ Got there on time ___	Went to class ___ Got there on time ___	Went to class ___ Got there on time ___
			Brought to class pen, pencil ___ notebook, paper ___ text ___	Brought to class pen, pencil ___ notebook, paper ___ text ___	Brought to class pen, pencil ___ notebook, paper ___ text ___	Brought to class pen, pencil ___ notebook, paper ___ text ___	Brought to cla pen, pencil ___ notebook, paper ___ text ___
			be on task/ working/ following directions ___	be on task/ working/ following directions ___	be on task/ working/ following directions ___	be on task/ working/ following directions ___	be on task/ working/ following directions ___
			asked question(s) ___	asked question(s) ___	asked question(s) ___	asked question(s) ___	asked question(s) ___
			answered question(s) ___	answered question(s) ___	answered question(s) ___	answered question(s) ___	answered question(s) ___

REMEMBER TO USE YOUR ASSIGNMENT BOOK!

CONTRACT
FOR FORM C

For the week of _____ to _____.

I, _____ will receive a reward if my _____ period
(student's name)
class earns at least _____ points (or at least 80% of the total possible class points.)

_____ _____
(Student) (Teacher)

_____ _____
(Witness) (Date)

SELF-MANAGEMENT: Improving Completion Rates on Long-Term Assignments

Background

When students are not making productive use of class time due to disruptive or off-task behavior and/or failure to meet teacher expectations, learning is adversely affected. Systematically teaching students to assume responsibility for managing their own behaviors is one way to address problems of this nature.

Initial establishment of a teacher-managed reinforcement system, wherein responsibility for maintenance is gradually shifted to the students, has been found to be an effective approach. This tactic outlines a method for teaching the self-management skill of assignment completion as a starting point from which other behaviors can eventually be managed by the students.

Who Can Benefit

Students who accept the responsibility to improve a particular behavior as a personal goal are most likely to benefit from a program of this nature. Successful results should make it possible for students to self-evaluate their behavior and progress to such a degree that improvements will generalize to other classrooms and settings. Greater success in school and work would be the ultimate benefit to these students.

Procedures

Introduction

Introduce the self-management strategy "WATCH" as the recommended approach to long-term assignments (book reports, term papers, and speeches).

1. Prepare the following materials in advance:

   a. Display of the "WATCH" acronym (poster, transparency, or written on board):

W rite down the assignment, the due date, and any special requirements for the assignment.

A sk yourself if you understand the assignment, and ask for clarification or help if necessary.

T ask analyze the assignment, and schedule the tasks over the days available to complete the assignment.

CH eck each task as you do it for completeness, accuracy and neatness.

b. Enough copies of blank Assignment Planner (see attached) for each student.

c. One copy of an example of a completed Assignment Planner.

d. Three example assignments for your class, with corresponding Assignment Planner sheets filled out for each.

2. Tell the students that they will be learning to use an Assignment Planner (much like adults use on the job) to schedule and monitor their own work.

3. Emphasize that this will help them organize and keep records of what they have done so they won't forget things like:

   a. directions for completing an assignment

   b. what materials to use (pencil or pen, lined or unlined paper)

   c. due dates

4. Formulate a list of possible reinforcers (see attached).

Instruction

1. Give a blank copy of the Assignment Planner to each student, explaining that it is to be used as part of the "WATCH" program.

2. Point to the display of the acronym "WATCH" and tell the students that they will be learning what each letter means and how to do each step.

3. Explain what they can gain by learning and using the "WATCH" procedure. Give examples:

   a. better organization skills

   b. record of information pertaining to assignments (due dates, materials)

   c. more self- (rather than teacher-/ adult-) control

4. Use the acronym you have posted and examples of Assignment Planners with sections completed that pertain to each step to explain the corresponding meaning and application.

5. Read assignments that you or another teacher might give during class. Present examples of correct and incorrect Assignment Planner entries. Discuss why each entry was either correctly or incorrectly written, reviewing the "W," "A," and "T" steps as necessary.

6. Hand out 3-4 blank Assignment Planners to each student. Read your pre-prepared assignments (see #1d "Introduction") and ask them to complete the W-A-T steps. Provide corrective feedback.

7. Evaluate understanding of the "WATCH" procedure by reading one more assignment and having students organize their plan for completing it. Provide no corrective feedback, but review as necessary for students who are experiencing difficulty.

Monitor

Create a checklist of skills indicated in the steps of the "WATCH" program. Compare student approaches to recording assignments before and after instruction in this method. Also compare rates of assignment completion.

The results of Step #7 (see above) should indicate whether or not additional instruc-

tion will be necessary on any of the "WATCH" steps. Depending on which, if any areas show weakness in comprehension, students may receive this additional assistance either on an individual basis or in groups according to their deficit areas.

Modifications/ Considerations

It is essential to the success of any self-management program that students accept the premise that they need to acquire self-management skills. Careful preparation and indication of student commitment to this goal are necessary before introduction to such a program occurs.

The Assignment Planner suggested in this tactic is only one example of the type of form that may be used. Teachers may wish to design others that are more pertinent to the needs of their students, or may wish to accept student-developed approaches (commercially designed "assignment books," planning calendars, or just student notebook paper divided into the appropriate sections). The major requirement should be that the same components be used on whatever form is chosen.

While this tactic was written to apply the principles of self-management to a specific situation involving assignment completion, the same techniques could be applied, with appropriate modification, to any behavior or set of behaviors which needs to be brought under control.

Reference

Teaching Self-Management Strategies to Adolescents: Instruction Manual. Department of Special Education, Utah State University, October 1987.

Figure 2-cb

Week of: 3/9 to 3/13

WATCH
Assignment Planner and Point Card

Name: Jackie C.

Assignment: Write a paper on what's I'm going to do after high school

Special Requirements

a. Due Date Wednesday
b. typed
c. one page
d.
e.

Do I Understand The Assignment ? (yes)
Do I Need To Ask For Help? (no)

		(OPTIONAL) Citizenship/Points		Watch/Points		Total
Monday: hand write rough draft of paper	I C/A/N	☒	___	☒	___	☐
Tuesday: type paper	I C/A/N	☒	___	☒	___	☐
Wednesday: hand in paper	I C/A/N	☒	___	☒	___	☐
Thursday:	I C/A/N	☒	___	☒	___	☐
Friday:	I C/A/N	☒	___	☒	___	☐

Assignment:

Special Requirements

a. Due Date
b.
c.
d.
e.

Do I Understand The Assignment ? (yes)
Do I Need To Ask For Help? (no)

		(OPTIONAL) Citizenship/Points		Watch/Points		Total
Monday:	I C/A/N	☒	___	☒	___	☐
Tuesday:	I C/A/N	☒	___	☒	___	☐
Wednesday:	I C/A/N	☒	___	☒	___	☐
Thursday:	I C/A/N	☒	___	☒	___	☐
Friday:	I C/A/N	☒	___	☒	___	☐

Reinforcement Preference Survey

Ten Most-Preferred Reinforcers/Privileges
(Suggested from a sample of high school teachers)

	Male Teachers	Female Teachers
1.	Play games with computer	Play games with computer
2.	Free period	Class field trip
3.	In-class movie/video	Free period
4.	Verbal praise from teacher	Food in class
5.	Listen to radio	Pizza party at school
6.	Positive notes homes	In-class movie/video
7.	Extra grade points	Listen to music on tape player
8.	Listen to music on tape player	Verbal praise
9.	Fast food coupons	Listen to radio
10.	Tickets for movies	Tickets for movies

Ten Least-Preferred Reinforcers/Privileges
(In descending order - #1 is the least preferred)

	Male Teachers	Female Teachers
10.	Run errands for teacher	School insignia items
9.	Class visits from local celebrities	Tutor in junior high/elementary schools
8.	Pass to gym	Free cafeteria ticket
7.	Tutor in junior high/elementary schools	Rent a piece of equipment from teacher
6.	Tickets for school sports events	Tickets for school sports events
5.	Trial-size health/beauty aids	Meal at teacher's home
4.	Rent a piece of equipment from teacher	Pass to gym
3.	Weekly lunch with teacher	Weekly lunch with teacher
2.	Stickers on papers	Stickers on papers
1.	Meal at teacher's home	Trial-size health/beauty aids